DOCUMENT RESUME

ED 146 423 CE 013 542

TITLE 1976 Report on the Career Education Effort in Iowa.
INSTITUTION Iowa State Career Education Advisory Council, Des Moines.
PUB DATE Dec 76
NOTE 105p.; Some parts may reproduce poorly due to colored paper

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Career Education; Citizenship Responsibility; College Students; Conferences; Educational Needs; Guidance Services; High School Students; Job Skills; Occupational Guidance; Policy Formation; Post Secondary Education; *Program Effectiveness; *Public Policy; Secondary Education; Skill Development; State Programs; *Student Attitudes; Student Needs; Vocational Development; Vocational Education
IDENTIFIERS *Iowa

ABSTRACT

Focusing on the views and opinions of Iowa's young adults on the status of their career education, this report synthesizes the results of a one-day public hearing (working conference) in which eighty-seven high school, community college, and university students from across the state were asked to write their observations and recommendations to the question: How responsive are schools to students' needs for (1) guidance services, (2) vocational skill development, (3) personal development, and (4) preparation for civic responsibility. A brief description of procedures outlines the method for selecting members of twelve different vocational youth organizations and other groups to represent approximately 200,000 high school and 38,000 area community college students in the state. A separate section of the report is devoted to each of the four needs areas. Each section lists student observations and recommendations, advisory council analysis of those responses in light of research data and other considerations, and concluding recommendations. Discussion guidelines and student speeches are appended. (JT)

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1976 REPORT ON THE CAREER EDUCATION EFFORT IN IOWA

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Prepared by

STATE OF IOWA
CAREER EDUCATION
ADVISORY COUNCIL

DECEMBER 1976

CE 013 542

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ACKNOWLEDGEMENTS

The Advisory Council wishes to give special recognition to Ms. Robin Carter and Mr. Steve Matchinsky, students at East High School, Des Moines, who were enrolled in the Des Moines Public Schools' Executive High School Internships Program. Through this program these students assisted the Council with pre-hearing planning, invitation of hearing participants, correspondence, and record keeping.

The Council appreciates the assistance of the adult state advisors to the various youth organizations for their endorsement and assistance in conducting the hearing.

Appreciation is also expressed to Mr. Richard Schallert, Chief of Information and Publications, Iowa Department of Public Instruction, and Mr. Donald Koontz, Associate Professor of Sociology, Simpson College, Indianola, Iowa, who were the hearing's keynote speakers.

SUMMARY

The Young Adult Public Hearing, "Images Beyond the Looking Glass", was sponsored by the Career Education Advisory Council of Iowa. It was the first statewide public hearing in Iowa for young adults which grappled with issues relating to schools and schooling.

The hearing was held at the Fort Des Moines Hotel in Des Moines, Iowa, on April 30, 1976. The participants included 87 high school, area community college, and university students from across the state. This was a working conference where the participants were asked to write their observations and recommendations to the question: How responsive are schools to students' needs for guidance services, vocational skill development, personal development, and preparation for civic responsibility?

PURPOSE

The Problem

> There is across the land a crisis of confidence in our education system. The reason is clear: There is an increasing disparity between what society needs and what our educational institutions are producing. 1
>
> NACVE, 7th Report

Schools are for pupils, not students. Pupils are educated; students learn. By definition, pupils are taught or trained under the supervision of a teacher in school; students acquire knowledge of a subject or skill through independent or collaborative study, experience, or instruction, both in and outside the school. This implies that teachers, principals, and school boards make the learning decisions in schools and pupils who want to become students make very few. To rephrase the above quote: "There is an increasing disparity between student needs and what our schools are providing".

There are very few "conduits" existing in our schools through which students can air their grievances or make their desires known to the powers that be. "It is argued that children [students] cannot be responsible for their own welfare because by their nature they lack an adequate conception of their own present and future interests".[2] This approach to education "disregards the claims of those to whose good is sacrificed".[3] Paul Goodman has argued that young persons in our schools have a right to decide "what they want to learn, when they want to learn, and from whom they want to learn". Young persons must be given the chance to "speak out" if they are to become students and not "sacrificed" as pupils.

The Need

One very important platform from which students can acquire and cultivate feelings of self direction and cope with the relevance of insulated schooling to the changing community is through vocational youth organizations. These organizations, such as DECA, VICA, FFA, OEA, FHA, and FBLA-PBL, "are quietly doing more

to close the relevance gap than any other movement on the educational scene".[4]

Vocational youth organizations have been supported by the efforts and inherent interests of business, industry, labor, and the community for the past 45 years. Voluntary membership in these organizations increased by 1.5 million more young people every year.

> The work of these organizations is integral to career education. They are by no means a frivolous and optional extra-curricular activity. Students are deeply involved at every stage. The organizations provide an indispensable emphasis on career and civic awareness, social competence and leadership ability. Few who have witnessed the work of these organizations at first hand question their value as essential instruments in career education. Their activities are characterized by a contagious kind of zest and enthusiasm all too rare in educational endeavors. 5

The relevance gap would appear to be closing: "Yet these vital organizations are often obliged to operate in an atmosphere of grudging intolerance or kindly contempt".[6] The Council's Young Adult Public Hearing provided a platform for members of vocational youth organizations, and other students who are enrolled in Iowa's schools. We feel that it is only when young people are given the opportunity to voice their concerns about their schooling that pupils will become students and education will become "uninsulated" to learning.

OBJECTIVES

The Career Education Advisory Council's Young Adult Public Hearing was the first statewide public hearing in Iowa for young adults designed to grapple with issues related to schools and schooling. The hearing had three objectives:

(1) to ascertain the views and opinions of Iowa's young adults on the status of their education;

(2) to expose students to the major futuristic trends and ideas in society and education as they may occur twenty-five years from today; and

(3) to have the participants integrate their knowledge of education of today with future projections, and formulate recommendations

for future change in education based on survival needs of the individual in the future.

These objectives could have been used to solicit the opinions and recommendations of students on many issues related to their schooling. The Council chose however to limit the scope of these objectives to four major components of career education which should be evident in a comprehensive high school: guidance and counseling, vocational skill development, personal development, and civic responsibility.

THE GENERAL PLAN

The Council

The Career Education Advisory Council of Iowa is composed of thirteen members representing education, industry, school boards, manpower, the disadvantaged, handicapped, and the general public. Its primary responsibilities are to advise, evaluate, and recommend on matters dealing with career and vocational education in the state of Iowa. The results of its investigations are submitted to the State Board of Public Instruction in the form of yearly reports and advice letters.

An important aspect of this evaluation process is to hold annual public hearings "at which the general public is given an opportunity to express views concerning vocational, occupational, and career education."[7] These hearings over the past six years have been held at numerous locations across the state. The information gathered at these hearings forms the basis for the Council's annual reports to the State Board.

This year one hearing was held in Des Moines, exclusively for the young adults in this state. Although the hearing was invitational, the Council publicized it through its newsletter and the public media, and those persons responding to these notifications were welcome to observe the hearing.

Participants

Eighty-seven young adults, mostly high school students, from across the State attended the Council's public hearing. Lists of state and district officers for the State's vocational youth organizations were obtained from the state advisors for these organizations. The vocational youth organizations represented and the number of students from each are listed below:

19	FFA	Future Farmers of America
4	OEA	Office Education Association
3	VICA	Vocational Industrial Clubs of America
10	FHA	Future Homemakers of America
3	DECA	Distributive Education Clubs of America
2	FBLA-PBL	Future Business Leaders of America - Phi Beta Lamba
41		

The Council felt that the similarities among these organizations and their philosophical orientation toward vocational education would preclude a representative sampling of opinions from all the State's young adults. The Council therefore invited members of other state youth organizations in an attempt to gather opinions from a wider base of students with different community and extracurricular interests. Young adults representing the following additional organizations and groups also attended:

1	Explorer Scout
6	Student Body Presidents -- area community colleges
3	Student Council Presidents -- local high schools
12	4-H
5	Apprentices
8	Junior Achievement
11	Independents (students not affiliated with any organization)
46	

A goal of two hundred was arbitrarily set as the number of young adults which could be comfortably accommodated and who could participate effectively at the hearing. Two criteria were then used for selecting students to represent an organization at the hearing. First, the number of representatives from each organization was calculated based on that organizations state membership as a percentage of the total state memberships of all the youth organizations selected. Secondly, the state was divided into fifteen areas, conterminous with the fifteen area education agencies. Students were selected from the areas in which they lived as a percentage of that areas secondary and postsecondary school enrollment compared to the states total enrollments. This process of selective invitation assured that each youth organization and each area of the state would be proportionately represented. The number of students from each merged area is listed below:

Area I	- 3	Area X	- 10
Area II	- 6	Area XI	- 24
Area III	- 5	Area XII	- 5
Area IV	- 3	Area XIII	- 8
Area V	- 5	Area XIV	- 3
Area VI	- 3	Area XV	- 3
Area VII	- 5	Area XVI	- 1
Area IX	- 3	Total	87

These young adults were representatives for the approximately 200,000 high school and 38,000 area community college students in the state.

Pre-Hearing Information Gathering

The Council prepared and mailed to each of the participants an Information Gathering Guide to be used prior to the public hearing. This guide consisted of four topics which formed the basis for discussions at the hearing: guidance, vocational skill development, personal development, and civic responsibility.

These topics represented what the Council felt should be the four major services or responsibilities schools should provide its students. The purpose of the Information Gathering Guide was to motivate students to talk with their teachers, parents, and peers, and gather their opinions concerning the adequacy and degree of quality to which their schools were fulfilling these four responsibilities. This process was designed to meet the first objective of the public hearing. (See Appendix A for Information Gathering Guide.)

Public Hearing Agenda

The Young Adult Public Hearing was a day long meeting divided into one morning session and two afternoon sessions. The morning session focused on the second objective of the hearing. Two members of Iowa's Chapter of the World Futurist Society made speeches on the future trends in the evolution of society and an educational prospectus for the psychological health and intellectual development of the individual in the future. A question and answer period followed each of the presentations.

The afternoon sessions found the 87 students divided at twelve tables with seven students at each table. This was done to facilitate discussions which would assure that each student had an opportunity to participate.

The first of these small group discussions in the afternoon had students report the observations each individual had gathered prior to the public hearing. This discussion was based on the topical areas contained in the Information Gathering Guide.

After thirty minutes, each table elected a chairperson and table recorder. The chairperson was responsible for directing and keeping the discussions focused on each major topic area and formulating a table concensus on the status of education. The recorder wrote the summary of observations and conclusions reached at each table on the four issues.

The last forty-five minutes of the first session provided time to write

summaries of the major observations evident at each table on the status of education in the students schools.

The second afternoon session devoted forty-five minutes to a discussion on the changes students felt schools and education should make to meet the needs of students today and in the future. The students were asked to integrate their own ideas or those of the mornings speakers with the status of education they had formulated in the first afternoon session.

In the final forty-five minute time block the recorder was again asked to summarize in writing the recommendations evident at each table for needed changes in our educational system. It was suggested that these be concrete statements from which direct action could be taken to bring about change. These recommendations were directed at the four major hearing topics: guidance, vocational skill development, personal development, and civic responsibility.

The hearing ended with a banquet in the evening at which time four of the table chairpersons presented summary statements on the findings of the hearing. These summary statements represented the groups opinions on the status and future observations for each of the four topical areas. (See Appendix B for these summary speeches.)

Role of Council Members

The primary function of the Council members was to orient the students to their afternoon tasks. One Council member was assigned to each room. In the first of these two sessions he was responsible for seeing that each student was introduced and that the discussions began and maintained a focus on the major areas of discussion. Halfway through this session the Council member made sure that a chairperson and recorder were properly elected. From that point on the flow of discussion and writing of summary statements was the responsibility of the tables chairpersons.

The Council members role in the second session was to observe and maintain the order and purpose of the hearing. At the end of each of these sessions the Council members collected the summary sheets and made sure they had been properly signed by the tables chairperson and recorder, and identified by room and table number.

FOOTNOTES

[1]National Advisory Council on Vocational Education, Vocational Student Organizations (Washington:Governmetn Printing Office, 1972), p. 1.

[2]Victor L. Worsfold, "A Philosophical Justification for Children's Rights," Harvard Educational Review, Vol. 44, No. 1 (Cambridge, Mass.: Harvard University, 1974), p. 142.

[3]Ibid., p. 157.

[4]NAVE, op. cit., p.2.

[5]Ibid., p. 3.

[6]Loc. cit.

[7]National Advisory Council on Vocational Education, Resource Book for Members State Advisory Councils on Vocational Education (Washington: Government Printing Office, 1973), p. 2.

GUIDANCE AND COUNSELING

STUDENT OBSERVATION

1. *Guidance services are oriented towards the college bound student. There is very little emphasis placed on other postsecondary options, such as, business, trade, and technical schools, area community colleges, apprenticeship training programs, and employment.*

Four hundred urban high school students in Flint, Michigan, surveyed by Joseph L. Thorne in a 1974 study[1] "support the hypothesis that guidance counselors are more effective in academic rather than vocational counseling. They are providing much more assistance in college and university planning than they are expanding student awareness of multiple job opportunities and being helpful in occupational goal-setting".[2]

This claim is difficult to support statistically. There are, however, figures and trends in the aspirations of high school students, their status after high school, and college enrollments which illustrate that students themselves, albiet from a guidance counselor's influence, are reversing the trend established through this hypothesis. Nevertheless, fifty percent of high school students in Iowa still matriculate to postsecondary institutions.*

The 1972 Iowa Guidance and Accountability Study[3] surveyed over 9,000 junior and senior high school students from 452 small, medium, and large school districts. The table below reports the students responses to the question:

> Which one of the following indicates what you may do after you graduate from high school?

	S		M		L		C	
	N	%	N	%	N	%	N	%
Work or Armed Services	395	12	315	12	374	11	1084	12
College	1263	40	1127	44	1596	48	3986	44
Vocational Technical School	479	15	322	13	271	8	1072	12
Undecided	1039	33	789	31	1094	33	2922	32
	3180		2554		3337		9071	

* See footnote number five, page II - 24

S: small school district (1 - 999 students)

L: large school district (over 3000 students)

M: medium school district (1000 - 2999 students)

C: composite

Source: 1972 Iowa Guidance Accountability Study, pp. 11, 13, 14.

This table merits a few brief comments. First, the postsecondary options which are delineated, i.e., work or armed forces, college, etc., are limited. This is evidenced by the large group (32%) of undecided responses. Choices, such as farming, marriage, and apprenticeship training should have been included in an attempt to clarify responses classified as "undecided".

Secondly, and most importantly, is the greater percentage of students in large schools aspiring to college as those from small schools. And, correspondingly, the almost identical percentage decrease in students in larger districts planning to attend vocational-technical schools as compared to their smaller counterparts. This datum is also reinforced by a Higher Education Facilities Commission report which stated:

> The size of the city in which the student's high school is located appears to be directly related to his post-high school planning. That is, the larger the city the more likelihood there is that the student will enter post-secondary education and in particular a four year college. 4

There is no difference between students in large and small districts choosing work or armed services after graduation, although armed services should be considered a separate category in future studies.

In six years of follow-up studies, conducted by the Guidance Services Section of the Department of Public Instruction,[5] on high school students one year after graduation, the percentage actually continuing their education or training has decreased 15%, from 63.2% in 1969 to 48.3% in 1974. For the same six years, 1969-1974, the number of students obtaining employment increased from 24% to 33.4%. And those who are homemakers only, enter the armed services, and are unemployed or unknown has increased from 12.7% to 18.3% in 1974. (Those students

whose status is unknown compose 3.4 of the 5.6 percent increase in this category.)

We leave it up to the reader to draw his own conclusions from the differences in these data. What we would like to call to the reader's attention is that the student's postsecondary aspirations, as estimated in the previous table, vary considerably from what they actually do after they graduate from high school.

The shift from continuing education to employment out of high school has become an increasingly more desirable postsecondary route also for students enrolled in career education preparatory programs. The one-year-after-graduation follow-up of 1971-1972 students in these programs showed that 40% continued their education and that approximately 45% were employed.[6] A similar follow-up of 1973-1974 graduates revealed that only 21% had continued their schooling and 62.5% were employed.[7] In a two-year period, students in career preparatory programs continuing their education had decreased 19% and those finding employment increased 17.5%.

To some of our readers, the students' claim that "guidance services are oriented towards the college bound student" may appear to be invalidated, via the significant increase in the number of students who obtain jobs directly after high school.

This Council believes, however based on the students observations and other studies, that the efforts of schools' guidance and counseling services are not proportionate or readily discernible to account for the decisions of students to seek employment following graduation. It is the opinion of this Council that other factors, such as, the rising cost of a college education and the time required to earn a college degree, have a greater influence than a school's guidance department on a student's decision to pursue noncollege alternatives.

Marilyn Steele, writing in a Project Baseline report, seems to have reached the core of the problem of college oriented guidance services:

> Counselors tend to reflect the biases of society. . . . Our society . . . has perpetuated class distinctions and a caste system. An elitist philosophy continues to permeate both home

> and school. White-collar jobs have more status than blue-collar jobs. Intellect is more valued than manual skills. Academic education has far more prestige than vocational training. Despite increasing evidence of the failure of the academic program to meet the needs of many youth, and despite the decline of enrollments in our Nation's colleges and universities at a time when demographers had projected that enrollment would be peaking, schools perpetuate elitist values. 8

Another interesting comparison can be made from data contained in the 1972 Iowa Guidance Accountability Study. It appears from this study that students pursuing employment after graduation seek less help from their guidance counselor than those planning for future schooling. In fact, all school personnel--teachers, principals and counselors--become increasing ineffectual in offering students information related to "nontraditional" postsecondary options, e.g., nonprofessional occupations and immediate employment. For students pursuing these options, other sources outside of school take on a greater importance in supplying this type of information and guidance.

This trend of decreasing reliance on counselors and all school personnel as primary sources for career and employment information is established with three statements from the guidance survey of 1972. Students in grades 7 through 12 were asked to indicate the person (or persons) in school who had given them the most help in:

a. Planning for schooling after high school.
b. Planning for an occupational career.
c. Getting a job.

The composite responses to these statements follow.

	a.		b.		c.	
	N	%	N	%	N	%
Teacher	770	9	980	11	630	7
Counselor	3775	42	3152	35	2529	29
Principal	142	2	146	2	170	2
Teacher and Counselor	870	10	889	10	504	6
Teacher and Principal	83	1	74	1	67	1
Principal and Counselor	165	2	147	2	276	3
All of Them	365	4	330	4	353	4
No One	2786	31	3191	36	4312	49
	8966		8933		8853	

Source: 1972 Iowa Guidance Accountability Study, pp. 15, 16, 19.

The role of the counselor as compared to other school personnel as a source for career and job related planning shows the greatest decline in this area of assistance. The percentage decrease for counselors as a resource person in this area is 13% from 42% to 29%. This decline is not assimilated by other school persons and we can only assume that it is transferred to persons outside the school. Almost one-half (49%) of the students reported that they do not rely on school personnel to give them information related to jobs or job-seeking skills.

The fact remains, and this is discussed further in this report, that:

---Counselors are much more competent in guiding persons towards college attendance than towards vocational (or career) education.

---Most counselors know very little about the world of work outside of education. 9

STUDENT OBSERVATION

2. *The ratio of students to counselors is too high. Counselors do not give enough personal attention to each student. There is a lack of cooperation and communication between students and counselors.*

The ratio of students to full time equivalent counselors in Iowa's secondary schools is 367:1.[10] The national average was 475:1 in 1972.[11] The question which is asked time and again is. What is the ideal, most beneficial, or feasible student-counselor ratio?

The Higher Education Facilities Commission study of the Iowa High School Senior Class of 1975, cited previously, found that approximately one-third of the senior classes had less than one counselor, one-third had exactly one counselor, and one-third had more than one counselor working with them. (Fifty percent of the students surveyed for this study were from large cities or suburbs and 50% were from small towns and rural areas.)

The H.E.F.C. report continues by stating that:

> In schools where there is at least one full time counselor (more than two-thirds of the schools in the Survey), the percentage of

> students planning for post-secondary education is significantly higher than in schools that do not have at least one full time counselor. 12

Student statements during the public hearing suggested a strong desire for greater counselor contact and a higher level of rapport between the counselors and the students. The Council is caused to wonder whether a reduction of counselor-pupil ratio would result in larger numbers of students attending postsecondary educational institutions only to have the student later discover that this was the wrong choice.

There appears to be a need for those involved in guidance and counseling to place greater emphasis on broadening the background of information they make available to students on non-educational pursuits after graduation. Further, there appears to be a need for the expansion of more efficient methods of counselor contact with students through such techniques as group counseling sessions.

This Council does not feel that it is their responsibility or within its expertise to determine what could be considered a realistic student-counselor ratio. The problem is far more complex and there does not appear to be available or reliable data from which to suggest the optimum student-counselor ratio. Lowering the student-counselor ratio would allow counselors to "give enough personal attention to each student" and increase "cooperation and communication between students and counselors".

STUDENT OBSERVATION

3. *Students are not fully aware of the services provided by guidance counselors. Unless students show their own initiative or are forced to do so, they are hesitant to utilize guidance services.*

This observation is very difficult to document. Data which are available are inadequate to verify these statements in depth. The information we do have is presented. Each of the statements above is discussed separately.

Two questions asked of students surveyed in the 1972 Iowa Guidance Account-

ability Study give some indication of students awareness of services provided by guidance counselors related to job information. Those questions and the responses are presented below in a partially edited form from that study.

35. Does your school have information on the kind of jobs that graduates from high school get?

		C N	%
1.	Yes, it is in the library but I cannot take it home.	428	5
2.	Yes, this information is available and is helpful.	2355	26
3.	Yes, this information is available.	2971	32
4.	No, our school doesn't have this information.	294	3
5.	I don't know.	3111	34
		9070	

36. Does your school have books and phamphlets which can tell a person how to get training to become an auto mechanic, cosmetologist, or some other skilled trade?

		C N	%
1.	Yes, it is available	5182	58
2.	Yes, it is available, but I can't take it home.	530	6
3.	No.	512	6
4.	I don't know.	2755	31
		9004	

Note: Only a composite is given because the differences between students responses from small, medium, and large school districts was negligible.

Source: 1972 Iowa Guidance Accountability Study, pp. 36, 32, respectively.

These two questions are almost identical in content or intent and, therefore, it is not surprising that the responses are also. In question number 35 the wording of responses one, two, and three are basically the same. Coinciding to these statements are the first two responses to question number 36. If the

composite percentages for responses one, two, and three in number 35 are totaled and then compared to the first two responses in number 36, we will find these percentages to be nearly the same (63%).

The readers attention is directed to the last response to each of the two questions: "I don't know". The percentage corresponding to this response in the first question is 34 and in the second 31. Not a very significant difference.

The conclusion which may be drawn from the responses to these questions is evident: 63% of the students were aware that the school had available information related to postsecondary job opportunities, approximately 32% did not know that such information was available, and about 5% stated that it doesn't exist.

There are two significant points which should be made that are not presented in the above data but are included in the narrative portion of the study accompanying these two tables. First, the highest percentage of "I don't know" responses to these questions were from 7-8-9 graders (41%) and the lowest from 10-11-12 grade students (18%).[13] Secondly, when the "I don't know" responses are compared to what these students may do after graduating from high school, i.e., work, college, vocational school, undecided, the largest percentage of responses came from the undecided group (40%) and the smallest from the vocational-technical group (25%).[14]

We offer the following conclusions to these two points:

1. Junior high school counseling related to job information and skilled trade training is very weak.
2. Students who are enrolled in vocational-technical programs are much more aware of these postsecondary options than other students, possibly due to the fact that instruction in these programs is much more work/job oriented. Also, students who are undecided about their future plans are more likely to be enrolled in a general curriculum than one which is college preparatory or vocational.

The following section addresses the second part of the students observation under consideration: Unless students show their own initiative or are forced to do so, they are hesitant to utilize guidance services. Again, we draw on the 1972 Iowa Guidance Accountability Study in an effort to evaluate this claim.

We have chosen two questions from the survey on which the above study was based concerning the frequency of students visits to their counselor and the type of help they receive. The narratives following each table are contained in full for further clarification.

28. How many times did you talk with a counselor in the counseling office this year?

    1. Never
    2. Once
    3. Two or three times
    4. Four or five times
    5. Six or more times

	S		M		L		C	
	N	%	N	%	N	%	N	%
1.	882	28	518	21	414	12	1814	20
2.	549	17	465	19	598	18	1612	18
3.	944	30	820	33	1269	38	3033	34
4.	443	14	391	16	622	19	1456	16
5.	334	11	314	12	418	13	1066	12
	3157		2513		3323		8993	

Four out of five students talked with a counselor in the counseling office during the year. In seventh grade the percentage never talking with the counselor was 42%. However, in twelfth grade this percentage decreased to 4% with only 7% indicating one contact and the remaining 89% indicating two or more contacts during the year. Ranking the percentage of students having contact with the counselor in a counseling office in terms of future plans the vocational-technical group was the top, i.e., vocational-technical school 86%; work or Armed Services 82% college 80% and undecided 76%. (Emphasis added.)

Nine out of ten seniors had had two or more visits with a counselor. 15

32. Have you ever gone to the counselor and asked for some kind of help?

1. Yes, about a personal concern.
2. Yes, for some vocational and educational information.
3. Yes, for information.
4. No, I never thought the counselor could help.
5. No.

	S		M		L		C	
	N	%	N	%	N	%	N	%
1.	287	9	264	11	505	15	1056	12
2.	917	29	736	29	928	28	2581	29
3.	756	24	578	23	881	27	2215	25
4.	94	3	80	3	107	3	281	3
5.	1089	35	854	34	891	27	2834	32
	3151		2514		3315		8980	

In grades 7-8-9 53% had gone to the counselor and asked for help. However, in grades 10-11-12 this was 80%. Of all students going to the counselor for assistance the smallest percentage went for assistance with personal concerns. Most students were seeking information which was vocational-educational in nature. Students having a post high school preference for vocational-technical (76%) utilized the counselor to a greater extent than did students with college (68%) as a post high school objective. 16 (Emphasis added.)

We would just briefly like to point out two significant differences in the datum that has been presented. First, the difference between students who do not seek help from a counselor on their own initiative (35%) and those who simply never visit a counselor (20%), possibly because they are not asked to do so. (35%--composite total, items 4 and 5, question 32; 20%--composite, item 1, question 28.) Secondly, the differences in responses from students attending small, medium, and large school districts with answers one and three of question number twenty-eight.

We can offer no conclusion as to why students preferring vocational-technical, postsecondary plans visit guidance counselors the most frequently, both self-initiated or compliantly. The following conclusions regard the points made in the previous paragraph:

1. Student-counselor ratios may be the major factor why 38% of students visit their counselors only once or not at all during the course of a year; but, when nearly the same percentage (35%) do not seek help on their own cognizance, hints directly at the fact that one-third of students are undecided in their postsecondary planning and, therefore, guidance services are neglecting a significant portion of the student population.
2. Pertinent information is sorely missing which is needed to explain why, in smaller schools, 45% of the students visit their counselors once or not at all in the school year while in larger schools this combined percentage is 30%.
3. "In almost no setting is the counselor-counselee ratio low enough to justify strict one-to-one counseling, but counselors still persist in their attempts to use this technique, rather than group counseling approaches, as their primary method of helping people solve their problems". 17

STUDENT OBSERVATION

4. *Counseling is a full-time job. Teaching, coaching, and other extraneous duties limit a counselor's effectiveness. Students have difficulty in finding the time to visit with their counselors.*

> Others . . . must share the responsibility for providing sound counseling systems for the various publics to be served. Counselors have been more victims than villains, in this sorry scenario. 18

This quote from the NACVE annual report of 1972 hints that the root causes for inadequate counseling lies upon a larger community than just counselors. Sighting only two of many examples from this report, but intimately responsible for redressing the problems inherent to the students' observations, are:

> ---School administrators who assign counselors clerical and administrative chores rather than leaving them free to do their professional work. 19

---Numerous school boards who have reassigned counselors to full-time teaching duties as "economy" measures. 20

Eli Ginzberg in a 1971 report also reported that "counselors appear to spend the bulk of their time in approving courses of study, in assisting with college application, in dealing with rule infractions and test administration. Few spend a significant amount of time in activities designed to lead to improved decision-making and long-range planning . . . "[21]

In many schools, particularly in smaller districts where financial resources are limited, guidance counselors must serve as a 'jack-of-all-trades'. Counselor time is tapped for a combination of part-time roles, including principaling, teaching, coaching, disciplining, hall monitoring, etc. The part-time counseling of part-time counselors often is consumed with duties related to effectively performing these other part-time positions, e.g., preparing lesson plans, football rosters, attendance records, and the like. Other than the fact that high student-counselor ratios inhibit the counselor's availability to counsel his students, these other 'above and beyond the call of duty' activities seriously detract from a counselor's primary function, and possibly alienate students from utilizing already limited guidance services and counseling time.

The percentage of full-time equivalent counselors for junior and senior high school students in the state as of February, 1975, was 91:3.[22] We have no data available which delineates this strictly by numbers of full-time compared to part-time counselors. To draw a conclusion from the data at hand would require further differentiation and documentation. Based on a review of related research and earlier field observations, the Council does support the students observation that counseling is a full-time job and that the students have difficulty in finding the time to visit with their counselor.

STUDENT OBSERVATION

5. *Vocational instructors generally make available to their students information concerning jobs and careers while academic teachers quite often do not.*

Again, there is little or no related research to verify this statement. This observation for the most part must stand by itself as being valid. The most obvious reasoning to support this observation would be that: (1) most vocational instructors have worked in the trade or occupation they are now teaching; (2) most vocational instruction is a direct reflection of the world of work; and (3) vocational courses are the most easily identifiable with jobs, careers, and occupations. Therefore, it might appear to many students, particularly vocational students and lay observers, that vocational instructors provide job/career related course instruction much more readily than academic instructors. Limited documentation does not prove otherwise but suggests that teachers as a homogeneous group are not offering such information.

Referring to the following question from the 1972 Iowa Guidance Accountability Study, we find that discussing subject related occupations is not a universal occurance in the classroom.

14. Do most teachers take class time to discuss occupations which are related to the subject they teach?

	C	
	N	%
Yes	4363	49
No	4562	51
	8925	

Source: 1972 Iowa Guidance Accountability Study, p. 23.

> Slightly more than one half of the students in grades nine through twelve felt that the teachers did not take class time to discuss occupations which are related to the subjects they teach. This was also true when looking at students who planned to attend vocational technical schools. They too, felt the majority of teachers did not discuss occupations which are related to the subjects taught. 23 Only with seventh grade students was there a change from this basic trend, i.e., 61% indicated the teacher does take time and 38% indicated the teacher does not. 24

Closely akin to both this observation and the previous one (number four) is the extent to which job and career information, when it is provided and from whom is provided, affects a students career, educational, or job choices. As alluded to in the fourth observation, the persons most likely to affect a students postsecondary plans are those outside the school walls. This is also illustrated in the table on the following page.

The conclusions to be drawn from this table are fairly obvious. The rank order of school personnel influencing a student's occupational choice as contained on page II - 15 is:

1. Vocational/vocationally oriented teachers.
2. Guidance counselor.
3. Academic teachers.
4. Principals.
5. Coach.

We offer the following conclusions concerning the general observation which has been considered:

1. Neither vocational nor academic teachers are singularily at fault for not providing career and job related information. Both groups fail to meet this need.
2. Considering that students spend one half of their wakeful hours in school, school personnel are woefully ineffectual in influencing a students occupational choice.

TABLE 28 *

Students Responses of Persons Influencing
Their Occupational Choices

	Boys		Girls	
	Number	Percent	Number	Percent
	N-5,810		N-6,200	
Mother	2,813	48.6	3,807	61.7
Father	3,080	53.2	2,832	45.9
Brother or sister	1,801	31.1	2,200	35.6
Grandparent	1,412	24.4	1,578	25.6
Other relative	2,138	36.9	2,559	41.4
Friend	2,396	41.4	3,155	51.1
Person in occupation	2,613	45.1	2,973	48.1
Clergyman	524	9.1	424	6.9
Coach	1,042	18.0	594	9.6
Principals	860	14.9	826	13.4
Academic teachers	952	16.4	1,165	18.9
Vocational agriculture teacher	922	15.9	284	4.6
Vocational home economics teacher	387	6.7	1,156	18.7
Distributive education teacher	541	9.3	442	7.2
Business education teacher	777	13.4	1,363	22.1
Trade & industrial education teacher	665	11.5	305	4.9
Industrial arts teacher	924	16.0	300	4.9
Guidance counselor	1,232	21.3	1,518	24.6
Other	2,251	38.9	2,783	45.1

Source: C.L. Mondart, Sr. and Others, "Educational and Occupational Aspirations and Expectations of High School Youth," Baton Rouge: Louisiana State University, Department of Vocational Agricultural Education, 1970.

* Extracted from Project Baseline Supplementary Report by Marilyn Steele, Women in Vocational Education, p. 104.

GROUP GUIDANCE

With increasing demands placed on a counselor's time and continuing budgetary limitations on guidance services, alternatives to individualized counseling techniques need to be employed if a school's student population is to be adequately served by its guidance department. Group guidance as one such alternative appears to be an effective 'awareness' technique when it is utilized. The problem of course is that "it does not appear that counselors are spending their time in working with small groups".[25] The question and students responses to this issue are contained in 1972 Iowa Guidance Accountability Study:

34. How many times did you meet with a counselor in a small group (about 6 to 10 students) this year?

	C N	%
1. Never	5700	64
2. Once	1403	16
3. Two or three times	1044	12
4. Four or five times	316	4
5. Six or more times	422	5
	8898	

Source: 1972 Iowa Guidance Accountability Study, p. 35.

This underexploitation of small group guidance sessions appears to be universal when considering the size of a school district, student's grade level, sex, etc. Yet, when this technique is applied, it appears to be quite effective.

38. When the counselor talks to a group of students about career opportunities,

	C N	%
1. It makes sense	3105	35
2. I never listen	375	4
3. Some of it makes sense and some doesn't	1705	19
4. It helps me make choices	2464	28
5. It must be in some other school	1101	12
	8860	

Source: 1972 Iowa Guidance Accountability Study, p. 38.

Although this question is very limited in its scope, that is, group guidance for awareness of career opportunities, it is indicative of the viability of such technique with implicit adaptability for varying its content or subject orientation.

Contradictions

The Department of Public Instruction presents a picture of career guidance services, including the use of group counseling, which appears to be somewhat inaccurate. The Department's Annual Report for Career Education, Fiscal Year 1975[26] reported that 299,000 students at the secondary level were served by guidance services. This figure lacks credibility. First, this figure exceeds the total grades 7-12 enrollment in the state (see page III - 7) by over 2000 students for the same year. Second, the 1972 Iowa Guidance Accountability Study stated that 20% of the students they surveyed never visited a counselor's office. (See page II - 9). And thirdly, 35% of the students have never asked their counselors for any kind of help, including career advisement. (See page II - 10.)

A conservative estimate would be that 25% of the students at the secondary level are not served by their school's guidance department. A more accurate

figure representing the number of students served would be in the range of 228,000. It should be obvious that an improvement in reporting procedures between local school guidance counselors and the Department of Public Instruction is needed.

COUNSELOR PREPARATION

Guidance and counseling, as with most university postgraduate programs, represents increased specialization and a highly structured curriculum in which degree candidates are very limited in terms of enrolling in nonfield electives outside the required or recommended courses for competency in that discipline. Students pursuing a Master of Science in Guidance Counseling, the state's minimum requirement for secondary school certification, are channeled into a comprehensive, intensive course of study established to meet this minimum endorsement. With state requirements and professional guidance organizations approving and dictating the philosophy and practices of the profession, it is extremely difficult to effect programmatic changes in the training of guidance practitioners.

The Advisory Council's recommendations for change in guidance and counseling preparation is justified by three factors: (1) the unmet needs and underrealized expectations of students with regards to guidance and counseling services; (2) the highest percentage utilizers of counselors being students with postsecondary vocational-technical plans; and (3) the traditional training and archetypical role of guidance counselors as currently outmoded for the noncollege bound student. These hypotheses are supported by students testimony at our Young Adult Public Hearing and the analysis of data contained in the 1972 Guidance Accountability Study.

The three Regents institutions and two private colleges, Drake and Loras, offer Master's degrees in guidance and counseling. This degree is typlified by a one year course of study totaling thirty semester hours. Professional core courses required by all five institutions are listed in the following table. Required core courses generally comprise between 21 to 24 semester hours. Elective courses totaling between 6 to 9 hours can be taken in cognate areas such as education, psychology, or sociology. In general, Master's level programs in guidance and counseling are highly and similarily structured. Elective course choices in guidance and cognate areas vary from institution to institution and the variety of offerings usually depends upon the size of the institution.

Table II - 1

Common Required Guidance and Counseling Courses at the Master's Degree Level in Five Institutions in Iowa

Course Title	Required	Elective	Not Offered
Student Appraisal Procedures	5	-	-
Counseling Practicum	5	-	-
Techniques for Counseling	5	-	-
Counseling Theory	5	-	-
Education Research and/or Statistics	4	1	-
Occupational Information	3	1	1
Group Counseling	3	2	-
Career or Vocational Development	1	1	3
Organization and Administration of Guidance Programs	1	2	2
Issues and Trends in School Guidance	1	-	4

The Council's third recommendation lists the competencies we feel need to be incorporated into guidance counselor preparation programs. That recommendation was generated from the hypotheses previously presented. The difficulty of course is in recognizing the value of such competencies and then designing and including courses which meet those requirements into already highly regimented program of counselor studies. There appears to be five alternatives for accommodating our concerns: (1) evaluating current required courses and deleting those which are outmoded; (2) eliminating elective courses; (3) expanding to 40 or 45 semester hours current programs; (4) varying the content of degreed programs from institution to institution; (5) changing the approval standards for secondary guidance and counseling programs or, concomitantly, the certification requirements for secondary guidance counselors. It would appear that the first four alternatives are in part contingent upon the fifth.

> While recognition of the shortcomings of career and vocational counseling is increasing in our school systems and communities and while many school systems and institutions are responding to the extent possible given severe resource limitations, the failure to acknowledge the importance of counseling by concentrating our resources on it will continue to compromise all other efforts of career and vocational educators across the country. 27

Student Recommendations

1. The duties and responsibilities of guidance counselors should encompass only such activities which fall under the rubric of 'guidance and counseling'.
2. Students should be fully informed on the information, materials, and services available through their guidance counselors.
3. Schools should have two guidance counselors: one counselor should handle students with emotional, physical, and psychological problems, the other, to assess and advise students on college, job, and career choices.
4. The Department of Public Instruction should evaluate at regular intervals the guidance services at each school.

5. Student-counselor ratios should be decreased to provide more personal and individualized counseling.
6. Students should be assigned a teacher advisor in his subject matter area, if possible. Individual classroom instructors are closer to the day-to-day needs and aspirations of students.
7. Counselors should conduct a yearly evaluation of each students abilities, needs, and career interests.
8. Guidance departments should develop an individualized resource area in each school consisting of career and job opportunity listings, and the requirements for job-level entry into all occupations.
9. Guidance departments should expand sponsorship of 'career days' which would include visitations from college, business, industry personnel to orient students to a wide variety of occupations and out-of-school experiences. The reverse should also be applied. Career days should be open to all students.
10. High schools should provide a job-placement service.
11. In schools with two or more counselors, a student should be able to select the counselor he wants.
12. Counselors should visit classrooms and talk with instructors and students more frequently in order to maintain a feeling of students' needs and wants in relation to the schooling process.
13. Counselors should improve student follow-up procedures.

Council Recommendations

The Council recommends that the State Board direct its staff:

1. to reassess the philosophical orientation of the guidance profession. *Varying student interests and changing labor market demands necessitates that the repertoire of counselors be expanded by placing a greater emphasis on counseling for postsecondary employment and less than*

college level occupations.

2. in the Guidance Services Section of the Department of Public Instruction to conduct a revised and refined version of the 1972 Iowa Guidance Accountability Study to accurately assess the status of guidance and counseling in local high schools in 1977. *This Council volunteers its time and talents to review and comment on the survey form to be used in this new study.*
3. to review the sequence of professional studies required to qualify for a Master of Science degree in Guidance and Counseling. *New curricular content should include instruction which would develop the following competencies:*
    a. *Ability to establish and operate a job-placement service at the secondary level.*
    b. *Ability to prepare and administer student follow-up studies of graduates and dropouts.*
    c. *Ability to organize and conduct a comprehensive 'career day' or like activity which would have appeal to all students at both the elementary and secondary levels.*
    d. *Ability to work closely with teachers in providing career, job and occupational information as part of on-going calssroom instruction.*
    e. *Ability to present to students a multiplicity of postsecondary options and prepare students to make his or her decision among available choices based on his or her individual needs and abilities.*
4. to develop local program guidelines which would include the conducting of orientation sessions for all first year students in junior or senior high grades encompassing the functions, resources, and other services of the guidance department.

5. to undertake activities which will cause the school counselors, in cooperation with teachers, to provide instruction in job-seeking skills to all students at the 10th through 12th grade levels.
6. to expand its work with appropriate groups and agencies to provide counselors with competencies to assist teachers in infusing career awareness and exploration components in on-going subject areas of instruction.
7. to take the necessary action and provide encouragement for the completion of a statewide inventory of the career guidance, counseling and placement services to determine the degree to which effective career guidance is being implemented. *This could provide a base of information upon which in-service training of counselors can be organized.*
8. to work toward improving data collection procedures so that more accurate statistics appear in the guidance services portion of the Annual Report for Career Education.

FOOTNOTES

[1]Joseph L. Thorne, "The Relationship of the Job Market and Motivational Factors on the Career Goals and/or Job Choices of Flint High School Seniors" (unpublished Doctoral dissertation, University of Michigan, 1974).

[2]Marilyn Steele, Women in Vocational Education, Project Baseline Supplemental Report (Flagstaff: Northern Arizona University, 1974), p. 105.

[3]Guidance Services Section, Iowa Department of Public Instruction, 1972 Iowa Guidance Accountability Study (Des Moines: Department of General Services, Printing Division, 1972).

[4]Higher Education Facilities Commission of the State of Iowa, A Survey of Plans for Education and Careers (Evaston, Illinois: The Midwestern Office of the College Entrance Examination Board, 1975), p. 1.

[5]Guidance Services Section, Iowa Department of Public Instruction, Iowa Guidance Surveys (Des Moines: Department of General Services, Printing Division, 1976), p. 64.

[6]Guidance Services Section, Iowa Department of Public Instruction, Student Follow-up (Des Moines, Department of General Services, Printing Division, 1973), pp. 4, 7.

[7]Iowa Guidance Surveys, op. cit., p. 74.

[8]Steele, op. cit., pp. 102-103.

[9]National Advisory Council on Vocational Education, Counseling and Guidance: A Call for Change (Washington: n.n., 1972), p. 4.

[10]Guidance Services Section, Iowa Department of Public Instruction.

[11]NACVE, op. cit., p. 3.

[12]HEFC, op. cit., p. 5.

[13]Guidance Services Section, 1972 Iowa Guidance Accountability Study, op. cit., p. 33.

[14]Ibid., p. 36.

[15]Ibid., p. 31.

[16]Ibid., p. 34.

[17]NACVE, op. cit., p. 4.

[18]Ibid., p. 5.

[19]Loc. cit.

FOOTNOTES (cont.)

[20]Op. cit., p. 4.

[21]Eli Ginzberg, Career Guidance: Who Needs It, Who Provides It, Who Can Improve It (New York: McGraw-Hill, 1971).

[22]Guidance Services Section, Iowa Department of Public Instruction.

[23]Guidance Services Section, 1972 Iowa Guidance Accountability Study, op. cit., p. 29.

[24]Ibid., p. 23.

[25]Ibid., p. 36.

[26]State of Iowa, Annual Report for Career Education, Fiscal Year 1975, Department of Public Instruction, Career Education Division (Des Moines: Department of General Services, Printing Division, 1976), p. 35.

[27]Mary L. Ellis, A Report to the Nation on Vocational Education (Flagstaff, Arizona: Project Baseline, Northern Arizona University, 1975), p. 101.

VOCATIONAL SKILL DEVELOPMENT

> . . . there is the persistent, nagging question of how air in the ivory tower can be mixed with the smell of sweat and toil to keep it from getting too rarefied. 1
>
> Max Lerner

STUDENT OBSERVATIONS

1. *Most high schools offer a variety of vocational courses where there exists sufficient student demand and student numbers for a particular subject.*
2. *Smaller schools lack resources or access to resources to improve or expand vocational programs.*

Definitions--Parameters

These observations from students are concerned with the current status of local schools in providing opportunities for the development of vocational skills. They contain three correlative factors which warrent investigation: the number of vocational offerings, secondary school enrollments, and the distribution of funds. We have posed the following questions as guidelines for assessing the students observations.

1. What relationship exists between secondary school enrollments and the number of vocational programs?
2. What is the correlation between secondary school enrollments and funding for vocational programs?
3. How does the number of vocational programs compare to the reimbursement for those programs?

For the reader who is not familiar with the organization of the school systems within Iowa, a brief explanation will help in understanding the information contained in this section of our report. Three terms will be defined for the purpose of this orientation: school district, merged area, and

secondary school.

A school district is defined as an area of the state which maintains a twelve graded school system. At the present time Iowa has 450 school districts. As of April 1, 1966, "if any school district ceases to maintain twelve grades, it shall merge with a contiguous school district. . . ."[2] In addition, "no new school district shall be planned . . . nor shall any proposal for creation or enlargement of any school district be approved . . . unless there reside within the proposed limits of such district at least three hundred persons of school age who were enrolled in public schools in the preceeding year".[3]

It should be noted that thirty-seven school districts are currently operating twelve grades with less than three hundred students. They are only required to merge or consolidate if a twelve graded system can no longer be maintained.

The Iowa State Legislature in 1965 passed legislation which provided for the establishment of fifteen merged areas in the state. A "merged area" is defined as an area

> where two or more school systems or parts thereof have merged resources to establish and operate a vocational school or a community college. 4

This legislation further states that

> no area which has less than four thousand public and private pupils in grades nine through twelve shall be approved by the state board [of public instruction] as a merged area. 5

All 450 school districts fall within the contiguous boundaries of one of the fifteen merged areas.

The Department of Public Instruction in the document entitled "Vocational Education in Iowa within Career Education" offers this definition of a secondary school:

> An educational institution providing career education programs, services, and activities for students in any grade 7 through 12. [6]

The Council adopts the same definition for this section of our report. This definition encompasses school systems with four year high schools and those with a three year junior and three year senior high school. Our discussion will further be limited to public schools.

Eli Ginzberg in his recent book The Manpower Connection: Education and Work lists four standards for evaluating an educational system:

1. Freedom of inquiry . . . from the vantage of a human resources approach;
2. The degree to which educational institutions understand and are responsive to the variety of human potential;
3. Its contribution to the broadening of opportunities for self-development and career progression;
4. The amount of resources invested in education and the effectiveness with which these resources are utilized. 7

The students observations and evaluative questions we posed previously are analogous to the latter three standards of Ginzberg. We however are not judging the entire school system in Iowa but only the segment responsible for providing vocational and career education programs to secondary level students. We feel that this does not obviate our using them.

Freedom of inquiry, the first and most paramount standard, can vary dramatically from institution to institution or from instructor to instructor and is therefore difficult to evaluate. To a large extent this crucial measure of all institutions is dependent upon the measure of the other three standards. A final question might be asked: How effective are students' needs being met?

Since this discussion opened with the definition of a school district, merged area, and secondary school, Table 1 has been constructed to illustrate the quantitative aspect of these definitions.

Evaluative Question One

What relationship exists between secondary school enrollments and the number of vocational programs?

Table 1

Number of School Districts and
Their 7-12 Enrollments by Merged Area

FY 1975

Merged Area	School Districts	7-12 Enrollment for all Districts
I	27	22,865
II	29	15,223
III	28	8,999
IV	21	7,433
V	47	18,358
VI	22	11,301
VII	26	21,581
IX	24	29,547
X	39	32,944
XI	63	56,504
XII	30	18,650
XIII	33	19,978
XIV	22	7,767
XV	26	15,384
XVI	13	10,454
Totals 15	450	296,988

The students in their first observation felt that student enrollments determines to a degree the variety of vocational courses in their high schools.

Programs

Table 2 lists the number of vocational programs in each merged area by occupational area. What this table does not reveal however is the number of school districts in the state which offer vocational programs. Department of Public Instruction statistics for fiscal year 1975 show that:

92 school districts (21%) offer no vocational programs,

115 school districts (26%) offer only one vocational program,

117 school districts (26%) offer two vocational programs,

46 school districts (10%) offer three vocational programs,

33 school districts (7%) offer four vocational programs,

47 school districts (10%) offer five or more vocational programs.

Eighty-three percent of the 450 school districts in Iowa offered three or less vocational programs during 1975. In 1975 there were 951 vocational programs, compared to 790 in 1974, reflecting an increase of 20% in one year. This also represents an increase in the number of school districts which started new programs or expanded their vocational offerings. For FY 1974:

167 school districts (37%) offered no programs,

197 school districts (44%) offered only one program,

86 school districts (19%) offered two or more programs.

Enrollments

Student enrollment trends in vocational programs are examined in the second part of our question. The third table, page II - 7, lists two sets of data: the total secondary (grades 7-12) enrollment for each merged area and the corresponding number of students who were served by vocational programs in 1975.

The number of students served, i.e., enrolled in vocational programs, in Table 3 reflects a duplicated count. The reason for this duplication can be

Table 3

Total Secondary School Enrollments Compared
to Vocational Program Enrollees by Merged Area

FY 1975

Merged Area	Total 7-12 Enrollment	Total 7-12 Served *	Percent Served
I	22,865	6,981	31
II	15,223	6,064	40
III	8,999	9,132	**
IV	7,433	9,850	**
V	18,358	13,013	71
VI	11,301	7,932	70
VII	21,581	9,034	42
IX	29,547	9,800	33
X	32,944	20,892	63
XI	56,504	32,159	57
XII	18,650	4,929	26
XIII	19,978	6,461	32
XIV	7,767	2,855	37
XV	15,384	9,465	62
XVI	10,454	1,899	18
Total	296,988	131,484	44

* Duplicated count. See explanation on page III - 5 under "Enrollments"

** Discounted from this analysis because the number served exceeds the 7-12 enrollment in that area.

Table 2
Number of Locally and Jointly
Administered Secondary Vocational Programs
by Occupational Field Within Each Merged Area

FY 1975

Merged Area	Agriculture	Distributive Education	Health Occupations	Home Economics*	Office Occupations	Trade and Industrial Occupations	Multi-Occupations	Total
I	24	6	-	19	6	4	1	60
II	21	3	3	17	2	6	-	52
III	13	4	2	6	3	5	-	33
IV	11	-	-	7	-	-	-	18
V	33	4	16	20	19	30	-	122
VI	12	2	-	14	3	1	-	32
VII	12	4	1	18	2	5	-	42
IX	10	4	1	11	4	10	1	40
X	23	3	11	18	11	33	-	99
XI	27	11	3	35	13	32	4	125
XII	15	5	-	11	1	15	-	47
XIII	20	7	-	36	6	60	-	129
XIV	16	-	1	13	1	5	-	36
XV	19	2	2	20	7	33	1	84
XVI	6	3	-	16	3	9	1	32
Total	262	58	40	255	80	248	8	951
Percent of all programs	28	6	4	27	8	26	1	100

* Gainful and useful.

explained through the following examples. A student in the first semester of the school year is enrolled in a clothing construction class and is therefore counted as one enrollment. In the second semester that same student takes a class in food preparation and is again counted as having been enrolled in a vocational program. At the end of the school year, when total program enrollments in home economics are tallied, that student is counted twice, once for having been enrolled in clothing construction and once for food preparation.

The same holds true for, say, a student enrolled in an agriculture program. In the first semester the student takes farm mechancis and in the second enrolls in farm management. The student has been counted twice under total agriculture program enrollments for the year because he has received one year of instruction in two courses with different titles.

The figures contained in the "Percent Served" column of Table 3 are therefore inflated. They are not the true number of individual or 'single unit' students who were enrolled in vocational programs under one occupational specialty (home economics, agriculture, etc.). Duplication across occupational specialty areas, i.e., a student enrolled in both a home economics and office education program also exists, but not to the extent represented by the above examples. Unduplicated figures were not available and care should therefore be taken when interpreting the tables using this data.

Our final analysis in answer to the evaluative question is contained in Table 4. This lists the number of vocational programs (from Table 2) and students served (from Table 3) by merged area. Each merged area is then ranked in descending order from the largest to the smallest for these two categories. The Spearman Rank Order (Rho) Coefficient of Correlation has been calculated to determine the relationship between these two factors.

Correlation Explained

The coefficient of correlation for the data in Table 4 is + 0.54. There

Table 4

Total Vocational Program Offerings Compared to
Total Secondary School Students Served by Merged Area

FY 1975

Merged Area	Total Program Offerings	Rank	Total 7-12 Served *	Rank
I	60	6	6,981	8
II	52	7	6,064	10
III **	33	-	9,132	-
IV **	18	-	9,850	-
V	122	3	13,013	3
VI	32	12.5	7,932	7
VII	42	9	9,034	6
IX	40	10	9,800	4
X	99	4	20,892	2
XI	125	2	32,159	1
XII	47	8	4,929	11
XIII	129	1	6,461	9
XIV	36	11	2,855	12
XV	84	5	9,465	5
XVI	32	12.5	1,899	13

* Duplicated count. See explanation on page III - 5 under "Enrollments".

** Discounted from this analysis because number served exceeds total 7-12 enrollment for that area.

are two items which should be considered when interpreting this figure. First, the direction of the relationship is indicated as either being positive, negative, or zero. In this case, when the direction is positive, the two variables vary together or covary. (A high number of programs covary with high enrollments.) Second, the strength of the relationship ranges from plus one to negative one on a linear scale. A plus one would indicate that a high number of program covaries perfectly with a high number of those served. A negative one coefficient means that a high number of programs covaries perfectly with low enrollments. A zero relationship exists when the two factors do not covary.

The standards shown below may be used for interpreting the strengths of relationships for Rho coefficients.

Correlation Value*	Approximate Descriptive Meaning
less than .20	slight, almost negligible relationship
.20 - .40	low correlation; definite but small relationship
.40 - .70	moderate correlation; substantial relationship
.70 - .90	high correlation; marked relationship
.90 - 1.00	very high correlation; very dependable relationship

* Source: Guilford, J.P., Fundamental Statistics in Psychology and Education, McGraw-Hill Book Company, p. 145.

Conclusions

1. Most secondary schools do not offer a variety of vocational courses. Eighty-three percent of the school districts in Iowa offer three or less vocational programs.
2. Although the number of vocational programs in the state have increased by 20% from FY 1974 to FY 1975, less than 44% of secondary school students are enrolled in vocational programs.

3. There exists only a moderate correlation between program offerings and students served, i.e., the number of programs are not completely dependent upon student demand or student demand does not always determine the number of programs. (See conclusions following Evaluative Question Two and Three.)

Evaluative Question Two:

What is the correlation between secondary school enrollments and funding for vocational programs?

Three correlations have been calculated from the data contained in Table 5. The first compares secondary school students served with local funds spent on vocational programs within each merged area. The second comparison is between state and federal reimbursement versus students served. And the third analysis is between total claims and those served. The far right hand column of Table 5 is the average secondary school per pupil expenditure within each merged area based on the total funding column.

Not surprisingly there is a high correlation between students served and vocational funding for all three categories:

+ 0.81 between local funding and students served;

+ 0.77 between state and local reimbursement and students served; and

+ 0.74 between total claimed and students served.

The small difference between the first two coefficients can be in part attributed to difference between local commitments and state level funding procedures. Whereas local funding is largely determined by student enrollments and program quality, reimbursement from the state is allocated as a percentage of a vocational teachers salary.

By performing the same correlation between students served and average per pupil expenditure, a negative relationship is established. This coefficient is - 0.67. In effect, the fewer the number of students enrolled in vocational

Table 5
Secondary Vocational Funding Compared
to Students Served Within Merged Areas

FY 1975

Merged Area	Local Funding	Rank	State and Federal Reimbursement	Rank	Total Claimed	Rank	Students Served *	Rank	Average Per Pupil Expenditures	Rank
I	667,059	4	286,362	4	953,421	4	6,981	8	136	3
II	417,733	9	177,870	9	595,603	9	6,064	10	98	7
III	303,511	-	140,636	-	444,147	-	9,132	-	(48)	(14)
IV	241,845	-	90,231	-	332,076	-	9,850	-	(33)	(15)
V	588,546	6	252,593	7	841,139	7	13,013	3	64	11
VI	310,465	11	142,053	11	452,518	11	7,932	7	57	12
VII	546,927	8	255,490	6	802,417	8	9,034	6	88	10
IX	675,921	3	245,476	8	921,397	5	9,800	4	94	8
X	761,745	2	377,788	2	1,139,533	2	20,892	2	54	13
XI	2,243,824	1	1,005,143	1	3,248,967	1	32,159	1	101	6
XII	380,390	10	157,064	10	537,454	10	4,929	11	109	4
XIII	653,726	5	318,451	3	972,177	3	6,461	9	150	2
XIV	218,228	13	77,261	13	295,489	13	2,855	12	103	5
XV	588,183	7	277,792	5	865,975	6	9,465	5	91	9
XVI	264,759	12	127,850	12	392,609	12	1,899	13	206	1
Totals	8,862,862		3,932,060		12,794,922		131,484		97	

* Duplicated count. See explanation on page III - 5 under "Enrollments".

programs in a merged area, the chance that more funds will be spent per pupil is greater.

There are several reasons which may help to explain this negative variance. For example, a small and a large school may both offer a machine shop program. The small school has 10 students enrolled in the program and the larger school has 30. There is one instructor for each class and their salaries are reimbursed equally by the state. By dividing the number of students into the teachers salary to obtain average per pupil expenditure, the student in the smaller school is receiving the benefit of more state funds than the student in the larger class. This of course is only a relative figure. It does however gain validity when considering the expenditure of local funds.

A course in machine shop is generally considered to be a high cost vocational program. Equipment, materials, and operational overhead, and other direct program costs is greater than in many other types of vocational programs. Direct program cost for a course in machine shop does not vary with the size of a school to any large extent. A cost of a lathe or a pound of steel will be the same for both the small and large school. Therefore the direct program cost for this type of program will be a greater burden on the smaller schools budget. The smaller school with lower student enrollments is spending more per pupil in terms of direct program cost than in a large school.

Conclusions

1. Funding for vocational programs is largely dependent upon student enrollments. Smaller districts lack the necessary local monies and student populations to expand programs.
2. Although less funding is available to, and fewer students are served in smaller schools, average per pupil expenditures are generally greater than in larger schools. The direct cost of a vocational program is the determining factor in this relationship.

Evaluative Question Three

How does the number of vocational programs compare to the reimbursement for those programs?

Table 6 provides an answer to this question by listing total funds claimed and the number of programs offered by local schools within each merged area.

As might be expected a high, positive coefficient of correlation, 0.84, exists between these two sets of figures.

There exists, however, only a slight correlation of these variables with regards to average program cost. A - 0.33 coefficient for program offerings versus average program costs and a + 0.13 for total funding versus the same.

Conclusions

1. The amount of funding available to local schools within each merged area, regulates the ability to provide variety and depth in vocational offerings.
2. The average number of dollars spent on each program appears to be independent from either of these two factors. Average program cost is better reflected by individual program equipment and material expenditures, and the efficiency with which resources are utilized, than by the funding or number of programs within each merged area.
3. Based on available data there appears to be only a small relationship ($r = 0.33$) between the number of students served and average per program costs. (Coefficient of correlation determined from data in Tables 5 and 6, but not written into the narrative above.)

Summary

The September 1976, issue of Phi Delta Kappan carried an article which was written from the responses of 95 junior and senior high school students to the basic question: How do you view the future? During these interviews conducted last year the students were asked to rank the importance of the seven cardinal

Table 6

Program Offerings Compared
with Funding by Merged Area

FY 1975

Merged Area	Total Program Offerings	Rank	Total Funding Claimed	Rank	Average Funding Per Program	Rank
I	60	6	953,421	4	15,890	5
II	52	7	595,603	9	11,453	10
III	33	12	444,147	12	13,459	7
IV	18	15	332,076	14	18,448	4
V	122	3	841,139	7	6,894	15
VI	32	13.5	452,518	11	14,141	6
VII	42	9	802,417	8	19,105	3
IX	40	10	921,397	5	23,034	2
X	99	4	1,139,533	2	11,510	9
XI	125	2	3,248,967	1	25,991	1
XII	47	8	537,454	10	11,435	11
XIII	129	1	972,177	3	7,536	14
XIV	36	11	295,489	15	8,208	13
XV	84	5	865,975	6	10,309	12
XVI	32	13.5	392,609	13	12,269	8
Total	951		12,794,922		13,454	

principles of education.*

Vocational competence ranked second. The author summarized the students current assessment and future changes required of this principle:

> Greater flexibility of time, inside and outside of school hours, together with increased curriculum offerings in the vocational skills, were felt to be essential if schools are to prepare their students to enter "the real world". 8 (Emphasis added.)

The students observations and the Council's subsequent research strongly support this contention. Although numbers of vocational programs are moderately dependent upon student demand and highly correlated with available funding, eighty-three percent of Iowa's school districts offer three or less vocational programs. Many local school systems have an adequate secondary enrollment to efficiently operate five vocational programs. Other systems are already providing a broad vocational offering for their secondary students. The expansion of vocational offerings of locally administered programs can be achieved where student numbers will assure efficient program operation.

Many vocational programs are more expensive than academic programs. Equipment and facilities present high initial outlay costs for local schools. Funding for teachers salaries and transportation within the constraints of current budget ceilings make it difficult for schools to maintain or expand quality instruction in vocational programs. Council' observations in local schools also reveals that much of the teaching equipment is worn-out or obsolete. A special system of funding to local schools for equipment, facilities, and instructional materials, if initiated, would serve as a stimulus for maintaining and improving existing programs and expansion of new programs.

STUDENT OBSERVATIONS

3. *Large schools provide simulation and on-the-job training, but simulated and cooperative programs in smaller schools are very limited.*

* Ethical character, health, worthy use of leisure, command of fundamental processes, citizenship, vocation, and worthy home membership.

4. *On-the-job training, where it exists, is excellent; but, there is always the need for more programs of this type.*

Council Assessment

> Cooperative vocational education is an instructional plan which combines learning experiences gained through regularly scheduled employment in the community and vocationally oriented in-school instruction. 9

There are several components of on-the-job training programs which can be identified with this definition. First, a documented training plan and agreement between the employer and the school. Second, a schedule of regular employment for the student as part of the total instructional plan. Third, pay for the work the student performs in his part-time employment situation. Fourth, school credit for demonstrated proficiency in on-the-job assignments.[10]

A fifth feature of cooperative education programs, dependent upon the size of the program and available resources, is a full-time cooperative vocational education coordinator. This person is usually trained in the methods and techniques of cooperative education and is responsible for: (1) establishing cooperative agreements between participating community businesses and the school; (2) placing students in on-the-job stations most suited to the students interests and abilities; (3) planning and coordinating related in-school instruction which is relevant to the students job assignments; and (4) regularly scheduled visitations to the student's place of part-time employment for evaluation of both the student's performance and the employers willingness to maximize job assignments which lead to the acquisition of salable employment skills for the student.

Cooperative vocational education programs are funded under Part B and Part G of the Vocational Education Amendments of 1968. Section 171 of the act provides financial assistance:

1. for personnel to coordinate such programs, and to provide instruction related to the work experience;
2. to reimburse employers when necessary for certain added costs incurred in providing on-the-job training through work experience, and

3. to pay costs for certain services, such as transportation of students or other unusual costs that the individual students may not reasonably be expected to assume while pursuing a cooperative work-study program. 11

The students' first observation in this section, that cooperative programs are limited in smaller schools, is illustrated in Table 7 below. Complete data for fiscal year 1975 was not available. It is likely that there has been insignificant change from the statistics reported for fiscal year 1974. Table seven reveals also that only sixteen percent of the school districts in Iowa provide approved, cooperative programs.

Table 7

Number of Cooperative Vocational Programs by School District Size

FY 1974

School District Size by Enrollments	Total Number of School Districts		Number of School Districts w/ Coop. Programs		Number of Cooperative Programs	
Under 1400	353	(78%)	10	(14%)	15	(8%)
1400 - 1899	23	(5%)	6	(9%)	8	(5%)
1900 - 3799	53	(12%)	33	(47%)	64	(36%)
Over 3800	21	(5%)	21	(30%)	91	(51%)
Totals	450	(100%)	70	(100%)	178	(100%)

Observations: 1974

Cooperative vocational programs in the state of Iowa was the major focus of this Council's annual report in 1974. It would be advantageous to review some of the conclusions from that report. These conclusions were drawn from field visits to twelve local school districts over a three week period. They reflect the opinions and comments of administrators, cooperative program teacher-coordinators,

and students about cooperative vocational programs in their schools. They are conclusions which can not otherwise be obtained through an interpretation of the tables in this report.

The opportunities for the largest group of 12th grade students, those students attending Iowa's smaller schools, to participate in a cooperative program are marginal at best. Frequently the smaller schools are located in lower-income areas, in which case it is particularly desirable that students be afforded opportunities for preparing for higher-income jobs to which they may migrate or commute upon graduation.

An alternative method to providing adequate cooperative programs may be the establishment of joint agreements between adjacent school districts, whereby the districts would employ the necessary number of specialty field coordinators.

There was a general impression that the number of periodic job site visits by teacher-coordinators should be improved. In some cases this infrequent student supervision may be attributable to a high student-coordinator ratio.

Table 8

Cooperative Student Enrollments Under Fundable Sections of the Vocational Education Act of 1968 by Fiscal Year

Fundable Sections of Act	FY 1973	FY 1974	FY 1975
Part B (coop)	4,999	5,007	5,072
Part G	348	485	1,078
Part H (work-study)	274	292	443
Totals	5,621	5,854	6,593

Conclusions

1. Eighty-four percent or 380 school districts in Iowa do not offer cooperative programs. Further, the average number of cooperative programs per school district in Iowa is 0.4. Larger school districts, over 1900 students, offer 87% of the cooperative programs; yet, only 17% of the districts are of this size.
2. Evidence from this Council's 1974 Annual Report does not support the students' fourth observation. On-the-job training programs are in need of improvement.

Summary

> With few exceptions, the students felt that school should provide greater work/learning experiences outside the school walls. 12

The state of cooperative vocational education in Iowa is disparaging. In 1974 only 23% of all vocational programs were cooperative. In 1975, of the students served by vocational programs only 5% were enrolled in cooperative and work-study programs. Approximately sixteen percent of the school districts in Iowa provide approved cooperative programs for their students.

Eli Ginzberg best summarizes the students' concerns:

> Educators made an error when they promised the country to take care of all young people in the schoolroom until they are 18 years old. A significant minority of boys and girls cannot profit from so prolonged an exposure. They need opportunities to work, to earn money, to be associated with adults in purposeful activities for at least part of the time. Such alternative developmental experiences cannot be provided by educators alone within the confines of the school. A much enlarged program of work/study requires the cooperation of employers, trade unions, and the community. This is the single most important challenge facing American education, and it is one that requires action on a broad front. 13

STUDENT OBSERVATION

5. *It is very difficult for students in smaller schools to take vocational courses at other schools which offer the courses they want, eventhough the number of jointly administered programs has increased in recent years.*

Council Explanation

This report showed earlier that smaller schools are severely limited in their ability to provide a variety of vocational programs to their students. An alternative to this handicap for many school districts has been the jointly administered program. As defined by the Department of Public Instruction a jointly administered program is:

> A program administered through mutual agreements between two or more secondary schools, or between a secondary school and a merged area. 14

The purpose of this program is to allow students in schools with a limited number of vocational courses to attend a neighboring school for the courses they wish to take. A contract is written between the cooperating schools and the program is funded by the state for the instructor's salary and travel expenses.

Funding is on a descending scale (for teachers salary and travel only) from 80% the first year to 60% the second, 40% the third, and approximately 20% all following years. The balance of funds are provided by the local school. When jointly administered programs were first established in 1971, the first two years at the 80% and 60% levels often served or provided the incentive to start new programs. Schools were able to absorb larger amounts of the program cost by increasing their local tax levy.

Many schools are now hesitant to begin cooperation in jointly administered programs because they are unable (under the law) to absorb the increasing costs of vocational programs when the reimbursement reaches the 40% or 20% levels. Some jointly administered vocational programs which are just entering their third or fourth years under this system are being discontinued since local schools are unable to maintain their existing educational programs and assume a greater financial responsibility for the vocational programs.

Jointly administered programs are divided into two types of offerings: exploratory and preparatory. An exploratory offering is "sequential activities

providing exposure to a broad range of jobs in all major occupational clusters using simulation or actual work experiences in several clusters and investigation of a single cluster or subcluster in greater depth".[15] A preparatory offering is defined as "instructional activities and experiences designed to equip individuals with marketable skills for entry or reentry into an occupation or occupational cluster".[16] In many cases exploratory programs are provided for students in grades 7 through 10 and preparatory programs are provided in the 11th and 12th grades.

The total number of jointly administered programs increased from 151 in FY 1974 to 259 in FY 1975. Exploratory offerings have increased from 24 to 55 and preparatory from 29 to 61. For the same years the number of districts participating has increased from 43 to 105. The current status of these programs is illustrated in Table 9.

Conclusions

1. A school district size has little to no bearing on whether or not it participates in a jointly administered program. Small and large districts participate percentage wise about equally. (Column 11.)
2. Near parity exists between the average number of programs per participating school districts and the size of those districts. (Columns 4, 7, 12.)
3. Students in smaller districts are at no less of a disadvantage than those in larger districts from enrolling in a jointly administered program. They may however be limited in terms of the variety of courses which are available.

Summary

Our conclusions do not totally mitigate the students observation. Large schools, say over 1000 students, are more capable of providing their own programs,

Table 9

Jointly Administered Programs by School District Size

FY 1975

School District Size	Exploratory			Preparatory			Totals					
	Number of Districts Participating	Number of Programs	Average Number of Programs per Participating District	Number of Districts Participating	Number of Programs	Average Number of Programs per Participating District	Number of Districts by Size	Number of Districts Participating (Unduplicated)	Number of Programs	Percent of Districts Participating	Average Number of Programs per Participating District	Average Number of Programs Per Total Districts
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
151 - 499	25	44	1.8	18	45	2.5	137	38	89	28%	2.4	0.7
500 - 749	10	17	1.7	16	46	2.9	103	25	63	24%	2.5	0.6
750 - 999	7	12	1.7	9	23	2.6	70	14	35	20%	2.5	0.5
1000 - 1499	3	4	1.3	7	11	1.6	54	9	15	17%	1.7	0.3
1500 - 1999	7	15	2.2	5	18	3.6	26	10	33	38%	3.3	1.3
2000 - 2999	3	5	1.7	4	11	2.8	31	7	16	23%	2.3	0.5
Over 3000	0	0	0.0	2	8	4.0	29	2	8	7%	4.0	0.3
Totals	55	97	1.8	61	162	2.7	450	105	259	23%	2.5	0.6

Note: Accurate enrollment figures were not available.

thus alleviating the need for joint administration. On the other hand, small schools find themselves in the opposite position. Unable to provide programs at their own schools, small districts must seek cooperative agreements among themselves or with an area community college to provide vocational courses to their students. Jointly administered programs were initiated with the problems of smaller schools in mind. Consequently, the percentage of smaller districts participating in these programs should be greater instead of at near equity with larger schools.

The increase over the past two years in the number of jointly administered programs is an indication that more school districts are beginning to recognize that secondary students are demonstrating increasing interest in vocational programs during their secondary school years. Both large and small school districts are taking advantage of expanding their vocational offerings through jointly administered programs. Smaller districts should be further encouraged and assisted in participating in these cooperative agreements with neighboring secondary schools and area community colleges. The jointly administered programs have barely begun to meet the needs of students.

This Council in its annual report next year will review the status of jointly administered programs in greater depth. Other factors, such as, distance and transportation between attendance centers, local and state funding procedures, student demand, instructor and facilities availability, and school districts participation by merged area related to these programs is beyond the scope of this years report.

Student Recommendations

1. Jointly-administered vocational programs should be expanded between high schools, and between high schools and area community colleges.
2. Career and vocational exploration should begin before the ninth grade.
3. The number of on-the-job training programs should be increased. Every

school should have a coordinator for cooperative programs.

4. Equipment needs to be updated to maintain teaching effectiveness and course content validity.

Council Recommendations

1. Future reimbursement of vocational programs should include exceptional direct cost of existing programs plus funds for equipment replacement.
2. Vocational program funding concepts should include provisions for cost-efficient operation of all secondary vocational programs.
3. Locally and jointly administered programs should receive equitable reimbursement.
4. Increased emphasis should be placed on increasing the number of cooperative vocational education programs in secondary schools.
5. Local schools which are unable to provide a variety of vocational programs (three or more) to their students should be encouraged to participate in jointly administered programs. This is in keeping with the concept of a comprehensive high school.
6. All schools should establish procedures whereby students may express their opinions concerning vocational programming, instruction, and counseling directly through the instructional, administrative, and policy levels at their school.

FOOTNOTES

[1]Berkeley Daily Gazette (Sept. 6, 1974) p. 14.

[2]Iowa, Code of Iowa, (1975), Sec. 275.1, p. 1267.

[3]Ibid., Sec. 275.3, p. 1267.

[4]State of Iowa, "Vocational Education in Iowa within Career Education", Department of Public Instruction, Career Education Division document, No. 6300-C27250 (Des Moines, Iowa: Department of General Services, Printing Division, 1976), p. 3. (Mimeographed.)

[5]Iowa, op. cit., Sec. 280A.3, p. 1287

[6]State of Iowa, op. cit., p. 3.

[7]Eli Ginzberg, The Manpower Connection: Education and Work (Cambridge, Mass.: Harvard University Press, 1975), p. 10.

[8]Catherine McKenzie Shane, "Coping, Caring, Communicating: Youth Looks at the Future", Phi Delta Kappan, LVIII (September, 1976), 121.

[9]U.S. Office of Education, National Conference on Cooperative Education, Conference Report on . . . Cooperative Vocational Education, Washington, D.C., April 3-5, 1973, ed. Orieanna C. Syphax (Washington: Government Printing Office, 1974), p. 13.

[10]Ibid., p. 31.

[11]Public Law No. 90-576, 90th Cong., 2d sess., H.R. 18366, (Oct. 16, 1968), p. 23.

[12]Shane, loc. cit., p. 121.

[13]Ginzberg, op. cit., p. 15.

[14]State of Iowa, loc. cit.

[15]Ibid.

[16]Ibid.

PERSONAL DEVELOPMENT

High school and college students across this state are beginning to realize that schools can no longer exist as mere propagators of socialization and technology. They understand that competence, "the ability to attain and perform in valued social roles",[1] and livelihood, "the ability to work at gainful and reasonably remunerative employment",[2] are an essential part of school training processes. They feel however that the emphasis on these two factors is often at the expense of their own personal development and personal and social relationships.

This Council asked the students attending the young adult public hearing whether schools provided instruction and experiences which would help them be "skilled" parents, make constructive use of their leisure time, interact cooperatively and effectively with others, and understand themselves. The observations from their discussions concerning the personal development aspects of schooling are listed below.

STUDENT OBSERVATIONS

1. *Schools generally place little or no emphasis on personal development courses, e.g., marriage and the family, bachelor survival, constructive use of leisure time, psychology, civic awareness, child care, managing personal resources.*
2. *The few schools which offer personal development instruction do so only on an elective basis.*
3. *Little effort is placed on assisting students in their personal development.*
4. *Discipline problems which are handled ineffectively hinder the personal development efforts of many students.*
5. *Business education courses are no substitute for managing personal resources, family or individual budgeting, and stock market and insurance-investment type instruction.*

Council Support

Most of these observations (2, 3, 4, 5) would be difficult to evaluate without discussing these problems with teachers and administrators at the schools attended by the students. Because these comments represent the opinions of the majority of students in attendance at our public hearing, it appears that these problems are prevalent in many of the schools in Iowa.

The Council sought assistance from the Curriculum Division of the Department of Public Instruction regarding the first observation. We obtained a list of social studies and related courses taught in Iowa's secondary schools for the 1975-76 school year from the Department.[3]

A course-by-course search was made through these listings for those schools which offered courses related to personal or social development, e.g., Consumer Economics, Money Management, Taxes, Human Behavior, Psychology, Environmental Education, Life Adjusting, Teen, Youth, and Life Problems, Decision Making, Minority Groups, etc. Courses whose titles did not imply that the subject matter (suggested by students) was of the personal development nature were not tallied in the search. Course titles, such as Culture, Economics, Social Studies, Sociology, and Western Civilization were proliferous and could very well contain subject matter analogous to personal development. As course titles and subject matter are the perogative of each instructor or school board, we had to rely on course titles as the basis for judging content.

The results of this subjective investigation, from which thirty course titles were identified as personal development related, suggests that the students first observation is true. A rough breakdown on the number of school districts offering these types of courses showed that 310 school districts with student populations under 1000 offer on the average 0.75 courses, those between 1000-3000 (111) offered 1.2 courses, and those over 3000 (29) about three. Although this information is not surprising nor statistically validated, it does

reveal that: (1) the emphasis on these types of courses is minimal and (2) students in smaller districts are at a distinct disadvantage in taking personal development courses.

Student Recommendations

1. Personal development instruction should be offered in all high schools. This instruction should be available to all students at all grade levels in high schools.
2. School policy should be more flexible to allow for personal development instruction.
3. Social-problem encounter groups with community and state political leaders is desirable.
4. Marriage relations and sex education courses should be emphasized and included in all school curriculums.
5. Mini-courses should be expanded in hobbies and recreational skills.

Council Recommendations

A student, in a conversation with a Council' staff member after the discussion sessions at the conference, expressed enjoyment in having participated in the public hearing. He was able to present his opinions among his peers in an open atmosphere, uninhibited by parental, school, and community influence. Our first recommendation stems from the conversation with this student:

1. The Department of Public Instruction should encourage schools to conduct their own student hearings annually at which students could present their viewpoints on needed improvements for their schools.
2. The Department of Public Instruction should encourage local schools to establish an ad hoc committee of teachers, administrators, parents, and students to review and implement available personal development instructional materials.

3. Personal development is an important part of career education. All teacher pre-service education programs in the Regents institutions should require of their students instruction in the concepts of career education.

FOOTNOTES

[1]Alex Inkeles, "Social Structure and the Socialization of Competence", Harvard Educational Review, Vol. 36, No. 3 (Summer, 1966), p. 280.

[2]Ibid.

[3]State of Iowa, "Social Studies Teachers in Iowa Public Schools for the 1975-76 School Year", Basic Educational Data Survey, Report 5510 (Des Moines: Department of Public Instruction, Management and Information Division, May, 1976) pp. 1-209.

CIVIC RESPONSIBILITY

> Few youngsters believed the [U.S.] government works effectively for the people. . . . Looking at future trends within world government, some students saw an authoritarian/totalitarian form of government as being necessary for the survival of mankind. 1

The Association of American Colleges in their 1973 publication Change in Liberal Education proposed a "professional model" for undergraduate education which would: "1) clarify the role which knowledge plays in the lives of most persons; 2) delineate the competencies necessary in a fast changing and increasingly complex world; 3) establish vocational choice and career development as legitimate dimensions of personal growth and development; 4) develop an approximate sense of responsibility to the rest of society".[2] This model for undergraduate education, we feel, is also well suited for secondary education. Several of these themes are identical to concepts of career education and have been raised and forwarded by students attending our young adult public hearing. It is this fourth element of this model--civic responsibility--for which students present their observations in this section of our report.

STUDENT OBSERVATIONS

1. *Schools do not place sufficient emphasis on the civic responsibilities of students.*
2. *The size and location of a school to a large extent determines the degree of civic responsibility exhibited by that school's students.*
3. *Individual school policy determines course content in government classes.*
4. *The primary emphasis in government and history courses is placed with the state and national levels. Most students are familiar with the functions at these levels of government.*
5. *Involvement in vocational clubs and other school organizations is*

pertinent to developing leadership skills and civic responsibility in local communities.

Council Opinions

It is only the fifth observation which the Council can unequivocally support. Much of the work required for assessing the students observations in the field of personal development would again be necessitated in the evaluation of these observations: school visitations, personal interviews, and a wider sampling of opinions.

These student allegations are difficult to respond to because instruction in American government or history is required in all secondary school curriculums, by state law. Its content or style is wholly dependent upon the interests of the instructor, providing he meets the requirements of the state and does not exceed what might be labeled the "permissable deviations" established by local schools.

The students primary concern appears to be with individual government instructors failing to provide students with instruction in local politics and experiences or simulations in local governmental activities. Cause could arise for this case from the possible ineffectiveness of student councils in changing school policy and the students broader impotence in affecting goverment policy at the national level. Students may see involvement within their own communities as the only remaining option for influ ncing the institutions governing their lives.

The Council made a search in the D.P.I. document previously cited[3] for course titles which might indicate a nontraditional, experience/involvement orientation or simulated, group participation approach to government and history. A number of "problem" courses were listed. They included: Problems in American Society, Problems in Democracy, Social Problems, Contemporary Problems. There were only 170 courses so labeled, yet fairly well distributed among small to large schools. There were only fifteen schools which offered a course specifically

titled "Local/State Government". (Courses with the following titles were not selected: Civics, Geography, American Government, U.S. History, Local/State History, and Political Science.)

Student Recommendations

1. Opportunities should be provided for students to experience governmental functions through simulation and work-study programs.
2. Local government operations should receive greater attention in government classes. The local community is where students can become directly involved.
3. Teachers from different schools across the state should communicate the ideas and projects they use in their government classes between one another.
4. The census system in Iowa, voter registration, and the procedures for voting needs greater attention in government classes. How to run as a candidate for local office should also be simulated.
5. Government classes should not always paint a 'rosy picture' of our government as being perfect. Current, critical issues related to its imperfections should be discussed openly and frequently.
6. Community development and community action plans should be discussed and implemented.
7. Students' interest in government should be stimulated in elementary schools through field trips and visitations to local and state governmental and political functions and buildings.
8. Student membership on local school boards should be encouraged where permitted under the law.
9. Government courses are usually offered in the senior year of high school. These courses should be open to freshmen, sophomores, and juniors.

Council Recommendations

1. We encourage social studies consultants within the Department of Public Instruction to meet with secondary students and social studies teachers, and representatives from social studies or political science departments of state universities, to review existing social studies curriculum in light of the students' recommendations contained in this report.
2. Pre- and in-service teacher preparation programs should incorporate the concepts of the students' recommendations.

FOOTNOTES

[1]Shane, op. cit., p. 119.

[2]Earl F. Cheit, The Useful Arts and the Liberal Tradition (San Francisco: McGraw-Hill Book Co., 1975), p. 139.

[3]State of Iowa, "Social Studies Teachers in Iowa Public Schools for the 1975-76 School Year", op. cit.

INSTRUCTION

Many additional, miscellaneous student' observations and recommendations could not be categorized under the four main topics of the public hearing. Those which did not were coalesced into this category we have labeled Instruction. This group of observations reflect the students' perceptions of their teachers and the quality of instruction in their schools. This information is offered on behalf of the students and should not be considered recommendations of the Council.

STUDENT OBSERVATIONS

1. *Many students are not treated as if they have basic individual rights and are not treated with respect from the instructors and administrators in their schools.*
2. *Some students believe that teachers teach because they are paid to do so, not because they want students to learn.*
3. *Younger teachers show considerable interest in their students and instruction. Teachers appear to lose this interest as they grow older.*
4. *Most vocational teachers are knowledgeable about their subject matter areas and make instruction interesting by relating course work to college and job situations.*

Student Recommendations

1. Teacher-student relationships are in need of improvement.
2. The teaching profession should continually review its teaching standards to assure quality instructors in local schools.
3. Instructors should continually update their teaching skills and the technical or academic knowledge in their field.
4. Methods of instruction should vary. Individualized instruction, team-teaching, modular scheduling, learning packages, closed circuit TV, etc.,

should be used more frequently to stimulate and maintain student interest.

5. More individual help on a one-to-one basis is needed.
6. Preschools should be made available to high school students with children.
7. Facilities need to be expanded to accomodate broader curricular offerings.
8. Teacher-student ratio should be decreased.
9. Less emphasis should be placed on rote memorization and final examinations.
10. Career exploration, awareness, and decision-making should be a continuous process through a person's 'schooling career'.
11. Pupils should be able to evaluate teachers.
12. Students who are competent should be allowed to graduate early.
13. Teachers should be trained to implement career education in grades K-12.

APPENDIX A

YOUNG ADULT PUBLIC HEARING

Information Gathering Guide

Our Council desires to know the opinions of young adults across the State about their education. The young adults attending our public hearing will also have an opportunity to express their views about what they think education should be like in the future.

The following items are statements which may be true or false about education in your school. Prior to April 30, please meet with about 10 of your friends and other students to discuss these statements. You may agree or disagree with these statements. Discuss why they may be true or false.

Please be prepared to report the opinions you have gathered about these statements.

Guidance

- School teachers include information in their instruction about employment opportunities and job requirements of occupations related to the subject matter they are teaching. Teachers of all subject matter specialties refer students to employers for work exploration.

- Guidance counselors maintain files of job information which are available to students, test students job talents and abilities, and help place graduates in jobs in addition to assisting students enroll in college.

Vocational Skill Development

- My school has a variety of vocational courses available in which I can enroll. If my school does not offer a vocational course I wish to take, I can attend a nearby high school or community college where that course if offered.

- I have benefited by taking vocational courses at my high school. The instructor was knowledgeable about the subject he was teaching. He made the course interesting by providing me with learning experiences that were directly related to an employment situation.

Personal Development

- My school provides instruction and experiences to all students, in "parenting" skills, to interact cooperatively and effectively with others, and to make constructive use of leisure time.

- My school provides instruction and experiences which give me skills in planning and managing my financial resources, understanding how businesses are financed, and how I could establish my own business.

Civic Responsibility

- Courses I have taken in my school have familiarized me with my civic responsibilities as a citizen in my community. I understand the make-up of my city government and its functions, the role of my local school board in determining school policies, and the responsibility my local state legislator has to my community. I do know the methods by which I can effect change in my community. Describe how changes can be accomplished.

- The operation of our federal government in Washington, D.C. is very complicated. I have a good understanding of the guarantees of the constitution of this country, the roles of the Supreme Court, the Congress, and the President. I know how to play an active part in all levels of government.

CAREER EDUCATION ADVISORY COUNCIL

YOUNG ADULT PUBLIC HEARING

First Session Discussion Guidelines

1:00 - 2:30 p.m.

1. 5 minutes

   Each person introduce themselves to the other table participant.

2. 30 minutes

   Participate in a free wheeling discussion of the observations each individual has gathered prior to the hearing. This discussion should be based on the topical areas contained on the Information Gathering Guide. These topics include guidance, vocational skill development, personal development, and civic responsibility.

3. 10 minutes

   Elect a chairperson and table recorder.

   The chairperson will be responsible for directing and keeping discussions focused on each major topic area and formulating a table concensus on the status of education.

   The recorder will be responsible for the concise recording of the summary of observations and conclusions reached at your table on these issues.

4. 45 minutes

   Summarize in writing on the attached sheet the observations evident at your table on the status of education in your school related to the above issues.

Young Adult Public Hearing

Room_____

First Session Observations

Table #_____

Formulate one or two major observations representing what your group concludes to be the status of educational activities on the following topics.

Guidance

Vocational Skill Development

Chairperson_____

Recorder_____

Young Adult Public Hearing

Room_____

First Session Observations

Table #_____

Formulate one or two major observations representing what your group concludes to be the status of educational activities on the following topics.

Personal Development

Civic Responsibility

Chairperson_____

Recorder_____

CAREER EDUCATION ADVISORY COUNCIL

YOUNG ADULT PUBLIC HEARING

Second Session Discussion Guidelines
3:00 - 4:30 p.m.

1. 45 minutes

   Participate in a free wheeling discussion on the changes you feel schools and education should make to meet the needs of students twenty-five years from today. Use your own ideas or those of this mornings speakers as a basis for this discussion. Try to relate your ideas to some of the issues that were discussed in the first session this afternoon.

2. 45 minutes

   Summarize in writing on the attached sheets the recommendations evident at your table for needed changes in our educational system. These should be concrete statements from which direct action can be taken to bring about change.

Your recommendations should be directed at the following topics:

Guidance

Vocational Skill Development

Personal Development

Civic Responsibility

Young Adult Public Hearing Room_____

Second Session Recommendations Table #_____

Select two of the four topical headings about which participants at your table wish to formulate their recommendations for needed changes in our educational system. Write three or four recommendations under the two headings you choose.

Guidance

Vocational Skill Development

Chairperson_____ Recorder_____

Young Adult Public Hearing

Second Session Recommendations

Room_____

Table #_____

Personal Development

Civic Responsibility

Chairperson_____

Recorder_____

APPENDIX B

GUIDANCE

by

Lisa Nuckolls

In our summary of guidance we found that in most schools information about jobs, colleges, and a person's future is available to the student; however, it is more or less left up to each student to pursue the information that he would like from his counselor.

One problem with guidance departments is that they are too college oriented. The general opinion is that there is not enough emphasis placed upon the personal development of the student while he is attending school; student-counselor ratios are too high, and counselors do not present their ideas in a way which is appealing to the student. These have been our observations on the current status of guidance in our schools.

We found that in most schools the biggest problem is a lack of communication between counselors and students. Counselors should make it very apparent to the student that they, the counselors, are available for any problem the student may have--whether it be finding a job, finding a school for furthering his education, or coping with his school environment.

We found that there is a great need for more counselors. With more counselors, the problem of lack of personal help would hopefully be overcome.

Students should have sessions at their schools like we have had here today. The purpose would be to find out troubles students have so that problems can be dealt with for the benefit of all concerned.

It is a general idea that guidance departments should be responsible for teaching everyday skills necessary to function in society. They should stimulate the need for a yearly evaluation of each individual's educational and career interests.

VOCATIONAL SKILL DEVELOPMENT

by

Sandy Evers

In my group, we made the following observations:

- Smaller schools do not offer sufficient vocational education courses.
- Larger schools usually provide fairly good vocational courses that are beneficial to the student; however, they are minimal and there is much room for improvement.
- FHA, FFA, DECA, VICA, and the other vocational organizations provide a good opportunity for students to widen their knowledge in their specific subject area.

We made the following suggestions for action:

- Schools should offer on-the-job training. If transportation to nearby towns is a problem, facilities should be made available for this purpose.
- A student should be able to graduate early if he has a specific career goal in mind. This would give him a headstart and he could find out what type of work is most suitable for him.
- Schools should have more vocational courses. If this is impossible because a school is too small, or lacks sufficient resources, the following are possible alternatives: students could attend a nearby community college or college teachers could be hired to teach night courses; schools could be consolidated in order to provide more vocational education courses; college teachers could visit high schools where there are very few vocational courses and supply information about vocational opportunities.
- The government should develop the use of computers in order to supply vocational information to the students.
- Finally, the Vocational Education Act should be amended to include vocational, career, and technical development in all high schools.

PERSONAL DEVELOPMENT

by

Rick Lowers

On the topic of personal development, we felt the following subject matter areas should be included in high school curriculums: marriage and the family, values clarification (a process by which a person gets to know himself better), psychology and sociology, learning to get along with other people, as well as, bachelor survival. More emphasis should be also placed on school organizations, activities, etc., which teach students to make more effective use of his or her leisure time.

In the area of financial development, we felt that students should be given the opportunity to learn more about taxes, how to make investments in insurance or the stock market, and learn to develop the knowledge to make good financial gains in their lifetime. In addition, they should have knowledge in preparing a budget, either by themselves, for a business, or for a family.

We have made the following recommendations:

- Decrease the teacher-student ratio to facilitate better relationships between students and teachers.
- Incorporate social-problem encounter groups into the schools, such as, marriage and the family, in which one male and one female student would be 'married' on paper. These two students would then arrange the wedding ceremony, plan a family budget, etc., and at the end of the semester they would be graded on how well their 'family' had progressed.
- We should have qualified personnel teaching our classes.
- All courses, whether regular classes or electives, should be made interesting to the students.
- Emphasis should be placed on usable recreational skills.
- High schools should hold a mini-course day in which students could learn about different hobbies, careers, or like kinds of information.

CIVIC RESPONSIBILITY

by

Dan Freeburg

Those that were looking over the recommendations and the so called 'where we're at right now' sheets decided on the following as being a combination of those recommendations that had been turned in and what we thought represented most of the groups that turned in sheets.

High school courses basically emphasize state and national levels of government. Most instructors cover in-depth, national levels of government and, therefore, students get a good understanding of these operations. It was felt that there should be more emphasis on local level government because that is where we're most directly affected and where we would have the most influence.

We felt that most schools failed to inform students about their civic responsibility and their changes for involvement in community development activities.

One group of students emphasized the fact that the size and location of schools seem to determine how active the people are in their community. It seems that in small communities students have a hard time getting involved simply because there are too few people in their community. The same appears to hold true for large metropolitan areas, such as Des Moines or Davenport, where it was hard to get involved because there are too many people. The most popular areas for political activism seem to be between towns.

The suggestions that we have made basically come in three forms: (1) more emphasis should be placed on the local government; (2) government courses should be offered earlier in a person's high school career (such as the sophmore level); and (3) local governmental situations should be simulated in class and learning by doing situations should be stressed in all government courses.

More emphasis should be placed on community betterment by having the students actually evaluate their community needs and assets, and draw-up a plan

of action and act upon that plan. Schools should continue to maintain emphasis on state and federal levels of government.

We went one step further and talked about some of the problems that we thought these recommendations could solve. We saw that involvement by citizens in their local community is a solution to the following projected future situations which were mentioned earlier this morning:

> More regulation in government because of more people; the possibility of having to have a license to have children; more counties combining for the sake of more efficient government; the possibility of stricter land zoning; advising other countries and our own citizens on how to effectively use their own natural resources; neighborhood governments in large metropolitan areas.

In summary, we'd like to say as was mentioned this morning, that people will become involved with their local community if they see that their action will help them. People seem to become involved in government only when they feel that their needs are in danger.

APPENDIX C

List of Conferees

Peg Armstrong
Ames

Sue Baughman
Denison

Carrie Behnke
Dubuque

Jim Bissen
Earling

Nevin Bruce
Des Moines

Nina Bruinekool
Knoxville

Mari Carlson
Cedar Falls

Chris Carstorphen
Perry

Phil Chandler
Cedar Rapids

John W. Cheevers
Davenport

Robin Clark
Menlo

Cindy Dudley
Centerville

Doug Ecklund
Pleasant Valley

Kim Evans
Iowa Falls

Sandy Evers
Schleswig

Jamie Fahn
Portsmouth

Sue Ferguson
Oskaloosa

Dan Frieburg
Ames

Susan Gaffney
Winthrop

Ann Gaudineer
Des Moines

Randy Gay
Ames

Gregg Gustafson
Cherokee

Paul Halvorson
Des Moines

Michael S. Hazewinkel
Cedar Rapids

Julie Hesse
Earling

Charlie Henriksen
Harlan

Raymond Hood
Sheldon

Lonnie Horn
Drakesville

Jill Johnson
Mason City

Dave Jones
Runnells

Mike Kalkwalf
Belmond

Steve Keitel
Long Grove

Janet Kempers
Hull

Rick Klahsen
Ackley

Mary Kleitsch
Iowa Falls

Joel Krause
Marathon

Tim Krumm
Stanhope

Cindy Lamaack
Vail

Lisa Laubenthal
Emmetsburg

Graig Laue
Ames

Tammy Ledvina
Belle Plaine

Dan Leinen
Denison

Rick Lowers
Atlantic

David Luick
Mason City

Gaige Lytle
Harlan

Jill Martin
Goldfield

Charles Mayfield
Des Moines

Connie McCauley
Cedar Falls

Gary McIntyre
Hawkeye

Greg Merchant
Blairstown

Miles Meyer
Mt. Vernon

Larry Moore
Des Moines

Vaughn Mortinsen
Runnells

Jon Muller
Hills

Andre' K. Neff
Wayland

Lisa Nuckolls
Stanton

Gary Palmer
Corydon

Sue Palmer
Des Moines

Bill Pearson
Mason City

Michael Pitt
Knoxville

Tim Puls
Dubuque

Frank Reichenbacker
Des Moines

Jerry Richmond
Des Moines

Jill Rommel
Iowa Falls

Evelyn Roth
Sumner

Steve Rusk
Newton

Kenneth Sabin
Armstrong

Aaron Salton
Ayrshire

Vickie Sand
Altoona

Sherri Smith
Runnells

Carol Stauter
Fonda

Curtis Stutzman
Valona

Kris Taylor
Mitchellville

Marcia Taylor
Swea City

Deb Tellinghuisen
Waverly

Steve Thomsen
Cedar Rapids

Terrence Tobin
Ames

Roger Underwood
Atlantic

Kim Van Fosson
College Springs

Merilee Vermeer
Sioux Center

Kathy Watts
Clarion

Karen Wede
Peterson

Lila Wessels
Belmond

Doug Willard
St. Anthony

Kevin Wright
Tipton

Randy Wilson
Ottumwa

Mark Giese
Des Moines

APPENDIX D

RESPONSE TO THE 1975 REPORT ON THE CAREER EDUCATION EFFORT IN IOWA
PREPARED BY THE STATE OF IOWA CAREER EDUCATION ADVISORY COUNCIL

Goal I - Teaching Skills of Instructors

Council Recommendations (p. 10)

The Council recommends that the administration initiate action to:

1. Inventory teacher competency in teaching methodology and develop and implement plans to provide remedial assistance to those teachers whose teaching performance is in need of improvement.
2. Adjust the state plan so that teacher inservice and pre-service training in the development and use of individualized instructional materials shall be required for certification and not an option.
3. Encourage area school administrators to make provisions for expansion of the implementation of individualized instruction, where applicable, which may include purchase of hardware and software, or production of materials and the like.

Response 1, 2, 3

Those items which were recommended having to do with teacher competencies and increased useage of individualized instruction as well as the provision of activities which would provide for technical updating of instructors will be given attention in programs and projects which have been proposed in personnel development for career education during the balance of the current decade. Specifically, it is felt that the following three endeavors will relate directly to improvement in the areas of recommendation which the Council has suggested -

1. The development of a comprehensive personnel development plan.
2. Activities and programs which support technical or specialty skill development.
3. The conclusion of a research project which deals with the development of, and provisions for, personnel development coordinators at area vocational schools and community colleges.
4. The advancement of professional development activities and renewal endeavors for administrative and instructional staff through the continued efforts of local staff development committees at each of the local and area schools of the state.

Goal II - Instructional Content

Council Recommendations (pp. 17-18)

The Council recommends that the administration, in cooperation with area

school administrators, undertake activities to provide for technical updating of teachers which should include the:

1. Identification of current instructional content for various vocational programs. This process should include a review of recent research on competencies required in various occupations and/or a review of competencies currently being taught, by a group of practitioners in each occupation.
2. Identification of the most effective methods that could be used to upgrade skills of teachers in each occupation.
3. Development plans for the methods to be used for meeting teacher upgrading needs including released-time, time tables, number to be served, and cost of the effort.
4. Take steps to implement a program for upgrading teachers technical skills and knowledge through industry-education exchange experiences where this method is appropriate and needed.
5. Additional efforts must be made to reinforce the continuing use of program advisory committees as a method of keeping instructional content up-to-date. (This might be accomplished by amending the Iowa Departmental Rules to read: /5.5 280A/ Annual meetings of program advisory committees will be held during which time instructional content will be reviewed for the purpose of adjusting the content to the current practices in the occupation.)

Response

1. To assist in the development of current, relevant instructional content for vocational programs, research projects have been supported by the Department of Public Instruction to identify competencies needed in a number of occupations. Review of literature pertaining to occupational competencies, advice from advisory committees relative to these competencies and interviews and surveys of practitioners as to specific competencies needed in each occupation were basic to the studies. Findings have been printed and disseminated for competencies in services for electromechanical occupations, horticultural occupations, office occupations, sanitarian aides, and the home economics occupational areas of institutional and household maintenance, care and development of children, family and community services, clothing, apparel and textile services, food services, and interior design and furnishings.

   A parallel activity has been the collection of competency studies from sources throughout the United States and Canada. A file of these studies is available in the Support Services Section, Career Education Division, Department of Public Instruction, for use by consultants and interested staff of local education agencies, area education agencies, and area schools who are involved in curriculum development. Consideration will be given to funding additional competency studies as specific needs are ascertained.

2, 3, 4. Responses to these Council recommendations are covered in the responses under Goal 1 - Teaching Skills of Instructors.

5. The Departmental Rules for Area Vocational Schools and Community Colleges were revised in 1975. In 5.4(2) Career Education the following statement pertaining to advisory committees is made: "Occupational advisory committees shall be used to assist in developing and maintaining instructional content, including leadership development." Interpretation of this rule is that advisory committee activity is a continuing activity over and above original program development. One of the items reviewed in the self evaluation and team visit is the status and use of advisory committees for each program.

Goal III - Equipment and Facilities

Council Recommendation (p. 22)

The State administration work with area school administrators to develop and implement methods by which partially used shops and laboratories can be used more extensively during the normal school day and throughout the year without negatively effecting the quality of instruction.

Response

We shall continue our efforts to encourage area school administrators to better utilize shops and laboratories, particularly during afternoon hours. Greater use of facilities is a benefit which has been derived from the following activities in which the area schools currently are involved:

Efforts are being continued to encourage more individuals to take advantage of part-time opportunities to update their skills and knowledge.

Through the joint efforts of area schools and local school districts, opportunities are being provided by the area schools for secondary school students to enroll in career education programs not heretofore available to them.

The flexibility of individualized competency-based instruction can provide education opportunities at a time more convenient to the individual and the use of school facilities when not otherwise scheduled.

The Advisory Council might well be in a position to provide some input to further alleviating this problem. Perhaps the Council, through its national contacts, could make a nationwide study of approaches being used in other states as suggestions for overcoming this problem as it currently exists in Iowa?

Goal IV - Instructional Supervision and Evaluation

Council Recommendations (p. 27)

The Council recommends that the administration develop, in cooperation with area school administrators, a system to expand existing student evaluations of teaching to include administrator involvement through periodic visits to the instructional setting. The Council further recommends that a plan be developed for statewide implementation of instructional evaluation.

Response

This topic would be appropriate for a research study. It is included in a package of research topics which has been submitted to the Career Education Research Advisory Committee for consideration in the development of research priorities to be established for Fiscal Year 1977. This procedure is in accordance with those established and included in the State Plan for the Administration of Career Education in Iowa.

Goal V - Planning and Implementing the Improvement of Teaching

Council Recommendations (pp. 43-44)

The Council recommends that the administration:

1. Adjust certification requirements contained in the State Plan for Career Education and Rules and Regulations to eliminate the requirements for vocational-technical instructors to complete a course (or pass an examination) on United States History or United States Government.
2. Re-activate the advisory committee on vocational teacher-education and that its membership be expanded to include larger numbers of recipients of teacher education services such as first line vocational instructional supervisors and teachers.
3. Study the need for vocational-technical teachers to receive instruction in the latest developments in applied psychology of learning including psychology necessary to effectively teach the disadvantaged and handicapped.
4. Computerize the record keeping of teacher education activities and inventories of progress made by teachers toward meeting state plan and certification requirements.

Response

1. As a result of the action of the State Board of Public Instruction at their January 1976 meeting, a change in the manner in which a certification requirement dealing with completion of American history or

government may be completed was affected. Although the history/government requirement was not eliminated when the State Board recently reviewed the certification standards, it is possible for instructors to be issued pre-professional or professional certificates after which they can complete the history/government requirement as a renewal requirement rather than an initial certification requirement.

2. The Advisory Committee on Vocational Teacher Education has been reactivated and its membership has been increased to eleven members; however, the Department of Public Instruction will review the purpose and functions of the advisory committee to determine the scope and adequacy of its representativeness.
3. Planning for educational personnel has proceeded on the basis of need assessment and striving to meet the identified needs. It is felt that the current certification and approval requirements for teachers of career preparatory and supplemental programs do reflect current needs. During the school years 1974-75, and 1975-76, meetings were held through ad hoc and advisory committees in order that the certification and qualification requirements of these instructors were reviewed. The results of these committee meetings advanced information to the State Advisory Committee on Teacher Education and Certification and the Education Professional Development Advisory Committee, whereby a "realignment" of the required and recommended studies for all preparatory teachers was made. Competency attainment dealing with strategies of instruction, course/curriculum construction, evaluation of personnel and programs, instructional media and arrangement of facility have been reported as the greatest need areas. It may be appropriate to initiate specific studies to determine the expectation level for competency development in applied psychology and effectiveness of teaching.
4. It is hoped that the financial and human resources will be available in the future in order that computerization of the teacher education professional development activities might be accomplished. Such systemization will aid planners in scheduling professional development activities at the proper places and times -- reacting to need. A computer system will enable coordinators of personnel development to assist instructors in a more effective and efficient manner by "monitoring" and record keeping with electronic data processing.